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ABSTRACT

Three main questions guided this study: (1) What are the possible implications, positive and negative, from implementing an Ed.D. program at Southern Connecticut State University (SCSU)?; (2) What were the conditions for teaching at other universities when an Ed.D. program was adopted?; and (3) What have been the long-term effects--positive, negative, and neutral--on universities' revenues subsequent to offering the Ed.D.? The study surveyed institutions where the Ed.D. was the first-ever-doctoral degree offered and where the degree has been implemented within the past 15 years. Like SCSU, the surveyed schools were not classified as Doctoral/Research I Universities, and their faculties commonly carried a 9 or more credit hour teaching load. Findings suggested that implementing the Ed.D. as the first-ever doctoral degree at an institution of higher education has mainly positive implications for the college of education and the university. The university may realize a greater appreciation for research at undergraduate and graduate levels, faculty may have the opportunity to teach doctoral courses and advise doctoral dissertations, students may realize higher career goals, and the campus may gain additional doctoral programs in areas other than education. However, in order to accommodate doctoral-level teaching and research, substantive issues and problems must be resolved pertaining to program development, faculty appointments and new positions, funding, and transforming the campus culture. (Appendices contain survey and interview questions.) (EV)

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ED 446 526

NATIONAL SURVEY CONCERNING IMPLEMENTING THE Ed.D PROGRAM

for

Southern Connecticut State University

New Haven, Connecticut

Key Contact Person:
Professor James Fullmer, Committee Chairman
Department of Earth Sciences
Southern Connecticut State University

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MARCH 2000

Charles Bruckerhoff, Ph.D
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Additionally, we wish to thank the administration and faculty at SCSU for giving CRE the opportunity to examine on a national level the pros and cons of implementing the Ed.D as the first-ever doctoral program on a university campus. We believe that the findings are relevant not only for implementing first-time doctoral programs in education, but also for the improvement and development of graduate level programs in all fields and disciplines. The SCSU faculty committee that was given the responsibility for executing this study was patient with the lengthy process of data collection and analysis and provided useful recommendations for the report. CRE is grateful for this widespread cooperation and assistance.

NATIONAL SURVEY CONCERNING IMPLEMENTING THE Ed.D PROGRAM
for
Southern Connecticut State University

EXECUTIVE SUMMARY

INTRODUCTION

In November 1999, Southern Connecticut State University (SCSU) retained Curriculum Research and Evaluation (CRE) to conduct a national survey of institutions of higher education for the purpose of determining the issues and problems a college or university might face when choosing to implement the Educational Doctoral Degree (Ed.D) as its first-ever. Dr. James Fullmer, Professor of Earth Sciences at SCSU, served as the chairman of a university-level committee that was responsible for executing this study and disseminating its results.

Three main questions guided this study:

- What are the possible implications-positive and negative-from implementing the Ed.D. at SCSU?
- What were the conditions for teaching at the other universities at the time when the Ed.D. was adopted?
- What have been the long term effects-positive, negative, and neutral-on the universities' revenue subsequent to offering the Ed.D.?

This study targeted institutions where the Ed.D was the first-ever doctoral degree on the campus and where the Ed.D has been implemented within the past 15 years. Also, the study focused on schools that, like SCSU, are not classified as a Doctoral/Research I University, and where carrying a 9 or more credit hour teaching load is common practice.

The results of this study suggest that implementing the Ed.D as the first-ever doctoral degree at an institution of higher education has mainly positive implications for the college of education and for the university. Briefly, the university may realize a greater appreciation for research at undergraduate and graduate levels, faculty may have the opportunity to teach doctoral courses and advise doctoral dissertations, students may realize higher career goals, and the campus may gain additional doctoral programs in areas other than education.

However, in order to accommodate doctoral level teaching and research, substantive issues and problems must be resolved pertaining to program development, faculty appointments and new positions, funding, and transforming the campus culture. These issues and challenges must be understood and faced collaboratively across the schools/colleges and departments of the university. Thus, if SCSU chooses to pursue implementing the Ed.D, it would be wise to make this report required reading for key faculty and administrators in the College of Education and in other colleges/schools across campus.

RESULTS

A summary of the survey findings is given below, organized under categories recommended by the university-level committee.

Ed.D Program Identification

According to the respondents to the survey, the institution must resolve through a needs assessment that there is a sufficiently large student population in the region that expresses an interest in pursuing the Ed.D on that campus. Then, once an institution decides to implement the Ed.D, its faculty and administration must establish the program's purpose and its philosophy within the scope of the university's overall mission and in reference to the leading ideas for establishing the doctorate in a professional school of education. In particular, the university must achieve some kind of balance in its curriculum and requirements for the doctoral degree in regard to competing ideas regarding doctoral study-namely, establishing a research-oriented or a practitioner-oriented doctorate. Additionally, respondents strongly advised "first-time" institutions to employ experienced consultants during the planning and implementation stages of the program's development.

Key Conditions For Implementing The Ed.D

Whether an institution chooses to establish a research- or practitioner-oriented Ed.D, in order to be recognized as successful in the field as well as by colleagues within the institution itself, the doctoral program must have the following strengths:

- Senior faculty in the college/school of education with extensive experience in teaching doctoral level courses, advising students for successful completion of their dissertations, and with sustained research and publication in their selected fields of study.
- Firm support and encouragement from within the college/school of education, the university administration, other units across campus, and the state legislature.
- Hiring and appointment criteria for faculty in the college/school of education that satisfy standards for teaching doctoral level courses and advising doctoral students for successful and timely production of high quality dissertations.
- A realistic plan for introducing new courses, evaluating the teaching of doctoral faculty in the college/school of education, providing ongoing professional development, and monitoring the quality of dissertation advising.
- A strategic plan for needs assessment and marketing.
- A mutually beneficial relationship between the university and its various constituents (e.g., local K-12 school districts, retired military personnel, and businesses) from which the doctoral program will draw students.

Funding

The provosts, deans of arts and sciences, deans of education, and the doctoral chairpersons who responded to the survey indicate that many institutions seriously underestimate the costs associated with implementing first-ever doctoral programs. While accrediting agencies in higher education provide budgeting/fiscal guidelines/regulations

that must be followed to ensure that implementing the Ed.D does not impact negatively on other programs across campus, institutions still tend to rely on unrealistic projections of the expected costs.

Main sources of funding for Ed.D programs were tuition from doctoral students and allocations from the state legislature.

First-time institutions may underestimate the costs of building a doctoral program unless attention is paid to the following areas:

- New doctoral programs require a significant increase in library resources, often beyond what was originally allocated at the time of starting up the program.
- Administratively, an effective doctoral program encompasses different kinds and a higher number of tasks beyond those associated with running a masters degree.
- Faculty committees will need to invest a tremendous amount of time establishing policies and procedures for the doctoral degree, which are surprisingly different from the masters level.

Long-Term Funding Concerns

The teacher/student ratio in doctoral courses is usually very low (for example, 1:6 or 1:10). Also, within 3 to 5 years, many doctoral faculty will have ten or more advisees who will need sustained guidance over a period of years with their dissertations. Faculty course load adjustments that are necessary in other areas in order to accommodate the doctoral program may create problems for department level budgets within the college of education.

Perhaps the most overlooked factor in instituting a new doctoral program is the relative expense and difficulty of attracting senior faculty to a new program. Indeed, according to vice-presidents, provosts, deans of arts and sciences, deans of education, and doctoral program directors, filling the teaching positions in the new doctoral program with qualified faculty in the college/school of education is an important and costly key to success. According to one dean of arts and sciences whose own unit implemented the Ph.D. as a follow-up to the Ed.D, "You do not automatically put your tenured faculty into these positions. You have to establish criteria for appointment to the doctoral program and then live by those standards. Also, as you get into the operations required for the doctoral degree, you want to develop a competitive program. To do that, you have to attract and keep top-notch people. That costs money."

Deans of education and doctoral program directors may have to negotiate with university administrators for wages and benefits above and beyond the ordinary levels in order to attract and to hold experienced professors. Some deans of education have overcome this problem by implementing creative degree programs (e.g., by collaborating with other institutions and sharing faculty appointments) and devising strategies for attracting more dollars to their unit (e.g., by offering flexible scheduling).

Conditions For Teaching And Learning

Whether the Ed.D inclines toward the research- or toward the practitioner-oriented doctorate, respondents indicated that faculty and students need resources beyond what is adequate for the masters program. Increasing the library holdings significantly has already been mentioned. However, other important areas of support include travel and incidental fees for faculty in the college/school of education to recruit students and to market the new program, fees for faculty to attend professional conferences, and financial support to hire adjunct professors to teach bachelors and masters level courses to cover course load adjustments for the doctoral faculty who need to be able to fulfill their function as dissertation advisors.

In order to operate a doctoral program for professional educators who work full time jobs in the K-12 schools, Ed.D programs must offer a flexible schedule of classes. The faculty in the college/school of education must be willing to work on days and during hours that are non-typical. The classes that doctoral students need for timely completion of their programs must be available during the evenings, on weekends, during holiday seasons and semester breaks, and during the summer. In some instances, the program itself must be made more accessible, for example, by offering courses off-campus in a more central location. Campus support services , such as registration, photos for student identification cards, and advising must also be available during non-typical times.

First-time institutions will need to provide a mentoring program for all faculty in the college/school of education, but especially for resident faculty who aspire to work in the doctoral program but who have devoted their careers thus far to teaching in bachelors and masters programs. Such faculty need help understanding that establishing a reputation for research and publication in a specific field requires considerable effort over a long period of time. Many successful tenured faculty in the college/school of education may not understand the regimen associated with the transition to a productive career in a doctoral degree granting institution.

The institution needs to adopt high standards for admission to the Ed.D program. Additionally, principles of adult learning are vital to a successful doctoral program, especially one that is focused on the practicing K-12 educator. Also, most respondents noted that their students watch the faculty closely and expect to see their professors practicing implementing these advanced theoretical models and instructional methods in their own classrooms.

The doctoral program must rely to some extent on other departments across campus for the elective classes that its students need to complete their degrees. Implementing the first-ever doctoral program sets up a special problem in this regard. The courses available across campus might not be designed for doctoral students, but for bachelors or masters students. Thus, the dean of education or program director will have to negotiate with other department chairpersons and administrators and help faculty in these departments upgrade their courses in order to accommodate the needs of their doctoral students.

In summary, to be successful, the new program needs strong, accomplished faculty who meet the following criteria:

- High standards for doctoral level teaching, research/scholarship, and publication
- Willingness and availability to help students complete high quality dissertations
- Strong commitment to developing the doctoral program collaboratively (with colleagues, administrators, and consultants), especially during the first 3 to 5 years.
- Willingness to do the "tough" work on campus with program/course/policy development
- Willingness to do the extra work off campus with teaching, recruiting students, and marketing the program
- Willingness to adapt to a non-standard schedule of classes.

Long-Term Implications For Revenue

Respondents advised first-time institutions to take full advantage of the program's first-time appropriation to set initial requests for a budget for the doctoral program at a sufficiently high level and then increase that budget by 30% to 50%. Additionally, the institution needs to have a realistic plan covering at least the next five years ahead that includes additional annual inflow of money to support the doctoral program during its early and least stable years. Indeed, an overriding concern of all participants in this study is over resources. Prior to implementing the first-ever doctoral program on campus, the institution needs to be certain it has adequate resources, financial, educational, and administrative.

Most institutions reported that student enrollment met their expectations (full cohorts) and they were turning away students who did not meet their entrance requirements. Most deans, including those in arts and sciences, acknowledged that doctoral programs are more costly than programs at the bachelors and masters levels. A minority of deans of education, however, also described the Ed.D as a "moneymaker" for the university. Typically, in these instances, the doctoral program had quickly established itself in the regional market (described as a niche) for career development of K-12 educators.

Additionally, these deans of education justified implementing the Ed.D program by calling attention to the emerging national demand for school administrators, schoolteachers and for the overall need for improving education. Most often their doctoral candidates are school administrators who are employed by local school districts and who plan to continue their careers in that same district.

Circumstances for Ed.D programs may be somewhat different at a Doctoral/Research I University where students come from a national pool and whose careers may be directed more towards higher education than towards K-12 school districts.

CONCLUSIONS

Respondents overwhelmingly feel that the Ed.D is a strong addition to their own institutions and others that have implemented it. A substantial majority feel that their Ed.D program is successful and that they would recommend to another institution to implement an Ed.D as their first-ever doctoral program. The Ed.D has given a boost to the academic reputations of these institutions and has improved the morale of faculty, especially in the college/school of education.

Few deans of education reported any negative effects on either programming or budgets. In fact, from their perspective there was at least a moderate boost to the university's budget. However, from the perspective of deans of school of education and university-wide administrators there was little evidence of an increased competitiveness with respect to grants and contacts both within the college/school of education and institution-wide as a result of implementing the Ed.D. Also, a minority of provosts and deans of arts and sciences see things differently. They reported that various units of the university may suffer a substantive decrease in funding over time (i.e., "lost opportunities") in order to accommodate the Ed.D program.

The key issues in implementing the first-ever doctoral program on a university campus concern the qualifications of faculty in the college/school of education and adequate funding. Analysis of data from surveys and interviews shows clearly that most Ed.D programs experienced "growing pains." Faculty in the university as a whole did not sufficiently appreciate the personal and professional challenges they would be facing when moving the university from the masters to the doctoral level of teaching, research, and service. Additionally, faculty committees and university administrators did not adequately assess beforehand the hidden costs associated with offering the doctoral program. Evidence indicates that doctoral programs are valued highly, but are much more expensive to operate than bachelors and masters programs.

Overall, there seems to be a positive impact on faculty in the college/school of education by implementing the Ed.D program. Included among the benefits are increased reputation, visibility in the community, and morale. Also, in the long run as a result of implementing the doctoral program, the college/school of education does become more attractive to better credentialed faculty and higher quality graduate students. In general, education faculty have adjusted well to the changes presented by implementing the Ed.D and have more opportunity to develop their professional credentials.

In terms of undergraduate education, the impact of a new Ed.D program-positive and negative-has not been significant. Analysis of data indicates that neither quality nor quantity of undergraduate students was increased.

RECOMMENDATIONS

Respondents to the survey and interviews provided the following recommendations for an institution considering implementing the Ed.D as the first-ever doctoral program. These recommendations reiterate what has been reported in regard to the pros and cons associated with implementing the Ed.D-and they bear repeating.

Faculty

Clearly, the most important set of recommendations concerned the faculty in the college/school of education. The institution needs to be sure to have qualified faculty available. Faculty need to believe in the program and to support it. Further, faculty need to become involved immediately in the various parts of the culture of doctoral education, particularly sustaining a research agenda for themselves as individual faculty members, advising doctoral students, and chairing dissertations.

Funding

A second recommendation was to be sure to have adequate start-up funding available and a solid, realistic long-term plan for developing and sustaining funding. Building a new Ed.D program requires long-term institutional support in the budget and adequate incidental resources, such as money for travel, marketing, and recruiting. Also, the institution must be sure that there is a need for the program in the region and that the program will be able to attract enough capable students over time.

Design

Additionally, institutions should carefully plan the program's curriculum, areas of emphasis, and research components. Some respondents suggested integrating the idea of a research center into the Ed.D program design, further emphasizing the importance of faculty research in a doctoral level program.

The Ed.D program should be clearly distinguishable from a Ph.D program. The most common characteristic distinguishing the Ed.D from the Ph.D is a locally determined balance of theory and practice, which foregrounds the K-12 practitioner's education for effective educational leadership (The exception is institutions with the Doctoral/Research I University classification, where differences between the Ed.D and Ph.D may disappear.). Indeed, key university administrators advised SCSU to "cast the net widely-don't only think of capturing educators, but also people in the military, clergy, and business." From this perspective, implementing the Ed.D will be successful if it is a doctorate in leadership without rigid professional/disciplinary boundaries. The important question to ask prior to implementation is: What makes this program distinct from all others in the local/geographic area?

METHODOLOGY

The design for this study involved three components:

- Developing a survey instrument to collect responses from deans of education and doctoral program chairpersons.
- Conducting follow-up interviews with deans of education and doctoral program chairpersons.
- Conducting campus-wide interviews with deans and other university administrators outside of the colleges or schools of education at universities where the respondents were contacted for the follow-up interviews.

The survey response rate was 36% of the total population of Ed.D granting institutions in the United States and included returns from 32 of the 50 states. Follow-up interviews were conducted with 9 deans of education and doctoral program chairpersons from 9 universities that were similar to SCSU. Campus-wide interviews were conducted with between 2 to 5 deans of departments outside the field of education and with other administrators (e.g., the vice-president and provost) at 7 of the 9 institutions where follow-up interviews were conducted.

CRE's purpose is to provide officials at SCSU with accurate and timely information that will help them to make a decision that ultimately benefits their institution. Throughout this study, CRE remained unaware of SCSU's wishes or intentions. Additionally, in order to prevent a bias from affecting the analysis of data, CRE advocates neither for nor against implementing the Ed.D at SCSU or at any other institution of higher education. All documentation and sources of information (i.e., individuals and institutions) remain the confidential property of CRE.

For a more detailed discussion of the findings, the reader is strongly encouraged to examine the full report.

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NATIONAL SURVEY CONCERNING IMPLEMENTING THE Ed.D PROGRAM for Southern Connecticut State University

INTRODUCTION

In November 1999, Southern Connecticut State University (SCSU) retained Curriculum Research and Evaluation (CRE) to conduct a national survey of institutions of higher education for the purpose of determining the issues and problems associated with implementing the Educational Doctoral Degree (Ed.D) as the first-ever doctoral degree at a college or university. Dr. James Fullmer, Professor of Earth Sciences at SCSU, served as the chairman of a university-level committee that was charged with the responsibility for implementing this national inquiry and was the principal university contact person for CRE.

The three main questions guiding this study were:

- What are the possible implications-positive and negative-from implementing the Ed.D. at SCSU?
- What were the conditions for teaching at the other universities at the time when the Ed.D. was adopted?
- What have been the long term implications-positive, negative, and neutral-for the universities' revenue subsequent to offering the Ed.D?

Key areas of interest focused on institutions where the Ed.D was the first-ever doctoral degree on the campus, where it was implemented within the past 15 years, where the institutions were similar to SCSU in that they were not classified as a Doctoral/Research I University, and where 9 or more credit hour teaching loads was common practice.

The results of this study suggest that implementing the Ed.D as the first-ever doctoral degree at an institution of higher education has mainly positive implications for the college of education and for the university. However, in order to accommodate doctoral level teaching and research, substantive issues and problems must be resolved pertaining to program development, faculty appointments and new positions, funding, and transforming the campus culture. Thus, if SCSU chooses to pursue implementing the Ed.D, it would be wise to make this report required reading for key faculty and administrators in the College of Education and in other colleges/schools across campus.

The following general categories were used for instrument development and data collection:

- Ed.D program identification.
- Implications for implementing the Ed.D
- Funding.
- Conditions for teaching and learning.
- Long-term implications for revenue.

This is a report of CRE's national survey of issues and problems associated with implementing the Ed.D as a university's first-ever doctoral degree. The report is divided into the following sections: background information, methodology, analysis of quantitative and qualitative data, conclusions, and recommendations.

BACKGROUND INFORMATION

Peterson's defines the Ph.D as the climax of traditional graduate education, to include "acquiring, and communicating knowledge gained through original research in a particular academic field." The Doctor of Philosophy, according to Peterson's, is "the highest earned academic degree, which requires pursuit of original research." However, Peterson's also identifies a contrast in the kinds of doctoral degrees offered in U.S. institutions of higher education. Namely, there is the traditional doctoral degree as defined above and there is the doctoral degree that stresses professional training for the "practical application of knowledge and skills." Examples of doctorates in professional training include Doctor of Business Administration, (D.B.A.), Juris Doctor (J.D.), and Doctor of Medicine (M.D.).

Additionally, Peterson's reports that "in recent years, the distinctions between traditional academic degrees and professional programs have become blurred. The course of graduate education has changed direction in the last thirty years, and many programs have redefined their shape and focus." Documentation collected for this national survey indicates that schools, departments, or colleges of education that offer the doctoral degree present a very good example of this blurring of the traditional and the professional graduate degrees.

Thus, the apex of university preparation within the field of education may be either the Ph.D. or the Ed.D and some institutions offer both degrees. Peterson's makes no further distinction regarding the Ph.D. or the Ed.D in education.

The issues associated with improving higher education-with specific attention to the concerns of this study-were underscored in a recent Carnegie report on education in the United States.

> *Higher education is facing important and complex challenges. It must determine the proper balance between undergraduate teaching and research; it must enhance efficiency and productivity without sacrificing quality; and it must apply the principles of sound management and financial planning while keeping a college education within reach of the great majority of Americans. Not least, it must cope with the impact of the information revolution. Two critical issues with which the Corporation is concerned and that institutions of higher learning must grapple with during the next decade are the reform of teacher education and examination of the purposes of the undergraduate curriculum.*

The findings in this study support these conclusions reported by the Carnegie Foundation.

METHODOLOGY

The design for this study involved three components:

- Develop a survey instrument to collect responses from deans of education and doctoral program chairpersons.
- Conduct follow-up interviews with deans of education and doctoral program chairpersons.
- Conduct across campus interviews with deans and other university administrators not serving in the colleges or schools of education and holding appointments at the same universities as the respondents for the follow-up interviews.

Average time for follow-up interviews was 1 hour and the average time for across campus interviews was 30 minutes.

The survey instrument was designed by CRE in consultation with the committee established by SCSU for the purpose of investigating the pros and cons associated with implementing the Ed.D as the first-ever doctoral program on a university campus (see Appendix). There were 8 different categories for items:

- Status of Ed.D.
- Rational for Ed.D.
- Impact on the Institution
- Budget
- Student Enrollment & Performance
- Faculty Productivity
- Faculty Teaching
- Recommendations

Item responses included Likert-type scales, yes/no/uncertain, and open-ended questions.

In late November 1999, CRE mailed the survey to 188 different institutions of higher education in the United States whose programs included the Ed.D. Peterson's guide was the main reference for determining which institutions offered the Ed.D. Of this total mailing, 5 were returned to CRE by the post office as undeliverable. Follow-up mailings with new addresses were unsuccessful. Thus, the total distribution was 183 universities, all of which offered the Ed.D.

Within three weeks of the original mailing, CRE mailed a reminder postcard to all institutions that had not yet returned the survey. There was approximately a 36% return rate (N=66) on these surveys, with returns from 32 of the 50 states (see Appendix). In this type of survey research, this percentage is a fairly typical return rate. Universities in North Carolina returned 4 surveys; California, Florida, Missouri, New York, Ohio, and Texas returned 3 surveys each; and Georgia, Illinois, Louisiana, Mississippi, and Tennessee returned 2 surveys each. One survey was returned by each of the other states. Approximately 80% of these institutions are publicly supported.

One item on the mail out survey asked respondents to indicate if they would be willing to

participate in the follow-up phone interview that would examine the topics in greater depth. Of the 66 surveys returned to CRE, 44 (66%) of the respondents indicated their willingness to participate in a follow-up interview. From this pool of 44 institutions, CRE selected 12 to interview, based on the following criteria:

- Overall similarity of the university to SCSU
- Ed.D program as first-ever doctoral degree on campus
- 9 or more credit hour teaching loads was common
- Not classified as a Research I institution.

Of these 12 institutions, 9 had deans of education or doctoral program chairpersons who agreed to follow-up interviews. Six of the 9 were public institutions of higher education and 3 were private or church-affiliated. They started Ed.D programs as first-ever doctoral degrees in the following years: 1947, 1960, 1962, 1974, 1979, 1991, 1994, 1997, and 1998. Only one of the institutions selected for follow-up interviews is classified as a Research I institution. In its earlier years, this university had been a state normal school for teacher preparation. CRE chose to include this university because of its history. Additionally, the dean's responses to the survey indicated that there was much to be gained for the study by doing so. The remaining three institutions in the original list for interviews chose not to participate for reasons unknown.

Subsequent to follow-up interviews, CRE conducted interviews with 1 to 3 deans of arts and sciences and other administrators (e.g., vice-president and provost) at 7 of the 9 institutions where follow-up interviews were conducted. A total of 10 administrators participated in this component of the study. Analysis of this qualitative data is included in appropriate sections of the report.

CRE expresses sincere appreciation to the faculty and administration at the different universities for their willingness to participate in this study and their patience with the lengthy interview.

Finally, in order to maintain objectivity for this study and as a matter of company policy, CRE asked officials at SCSU not to inform CRE about any positions that SCSU's faculty and administration may have relative to implementing the Ed.D as the first-ever doctoral program on campus. Thus, throughout this study, CRE remained unaware of SCSU's wishes or its intentions. Additionally, in order to prevent a bias from affecting the analysis of data, CRE advocates neither for nor against implementing the Ed.D at SCSU or at any other institution of higher education. CRE's basic purpose is to provide officials at SCSU with accurate and timely information that will help them to make a decision that ultimately benefits their institution. All documentation and sources of information (i.e., individuals and institutions) remain the confidential property of CRE.

ANALYSIS OF DATA

The format for analysis of data follows the categories for questions that were used in the survey instrument and includes comments from interviews where appropriate.

First, there is a discussion of results from analysis of quantitative data organized by categories of questions. Basic statistics were used for the analysis of quantitative data. The various sections provide response rates in percentages, noting the percentage of respondents providing the given answer. Results for identified questions are analyzed by a given characteristic to determine if there are any notable differences between groups.

Then, analysis of qualitative data is presented within each of the sections. Written responses taken from the survey and comments obtained during interviews are searched for common themes or key ideas by number of years since starting the Ed.D (less than 10, 10-19, 20-29, and 30 years or more), first-ever doctorate offered at the institution, also offering the Ph.D., and assessment of success.

At the end of this section on analysis of data, there is a crosstabulation of results according to first-ever doctoral degree, number of credit hours for teaching, and years of experience with the Ed.D.

1. STATUS OF Ed.D

Respondents were asked to identify their position. Forty-three percent (43%) of respondents were deans of either colleges or schools of education, and 26% were associate deans. These respondents are administrators, and therefore have a strong working knowledge of not only their college/school, but of the overall institution they represent.

Figure 1: Position of Respondents

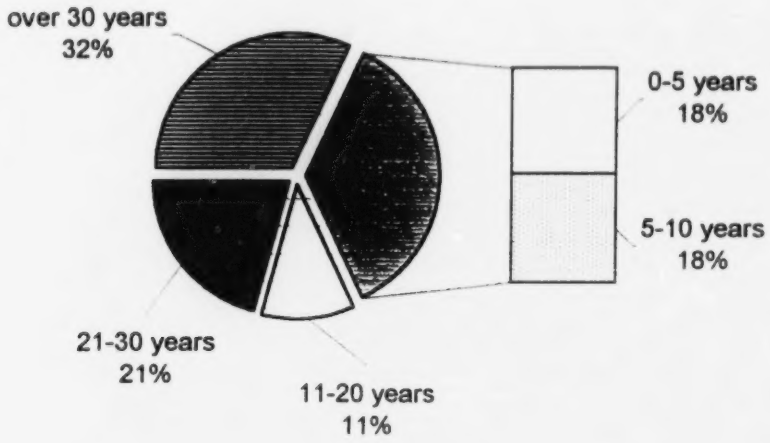
Position of Respondent	Percentage of respondents with position
Dean of Education	43%
Associate Dean of Ed	26%
Chair, Education Department	12%
Department Head	5%
Coordinator, Ed.D	3%
Director, Educational Leadership	7%
Professor	3.4%

The following figure displays the number of years that responding institutions have been offering the Ed.D collapsed into 10-year intervals. The largest percentage of respondents have been offering the Ed.D less than 10 years (36%). Further analysis shows that 18% of all responding institutions have been offering their program for less than 5 years and 18% have been offering their program between 5 and 10 years.

The Ed.D program at 32% of the institutions responding has been in existence for more than 30 years. The program resides either in the college/school of education and services all subdivisions or it resides in a specific department, such as Educational Leadership. The structure depends on the purpose and design of the program. The data gathered from this survey will be a strong source of information, not only from the point of view of new programs, but also because of the information gathered from long-standing programs.

A note of caution needs to be issued about the interpretation of these results. Because much of this survey focuses on the reasons for adding an Ed.D program and the results from that action, the data from the institutions that have long-standing programs might not be immediately pertinent. Because the programs have been in existence for many years, the changes resulting from the addition of the Ed.D program are no longer discernable as such. However, the data gathered from these schools with long term programs is important for it shows the direction institutions can expect to move.

Figure 2: When Institution Began Offering the Ed.D



For 47% of the respondents, the Ed.D was the first doctoral program offered.

Figure 3: Was the Ed.D the first doctoral program offered

First doctoral program offered was Ed.D	**Yes**	47%
	No	53%

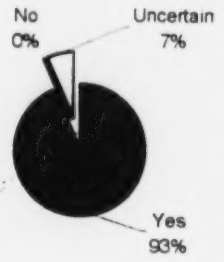
Sixty-eight percent (68%) of the respondents also offer the Ph.D.

Figure 4: Offer the Ph. D in any field

Offer the PhD	**Yes**	68.30%
	No	31.70%

The Ed.D program at the responding institutions is perceived by deans of education to be overwhelmingly successful. Ninety-three percent (93%) state their program was a successful doctoral program within the institution.

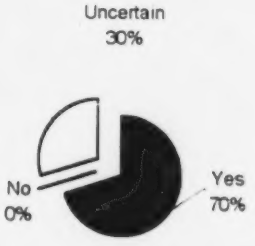
Figure 5: Ed.D successful doctoral program with institution



Further, 70% of the respondents to the survey feel their Ed.D program would be perceived as successful by their peers.

Data from follow-up interviews indicates that institutions measure the success of their program to a considerable extent by the quality and the quantity of their graduates. Criteria for success in other programs, such as engineering or physical sciences, typically include awards received by faculty, significant discoveries made by researchers, and prestigious publications. At institutions where the Ed.D has been in place for three years or less, there was uncertainty about the success of the program because they perceive themselves as "too new" and they have not yet produced any graduates.

Figure 6: Institution's Ed.D Program Perceived as Successful by Peers



The majority of respondents state that they would recommend to another institution to implement an Ed.D as their first doctoral program. Thirty percent (30%) feel "moderately" strong about recommending to another institution to implement an Ed.D as its first-ever doctoral degree, 52% felt "strongly" and 15% felt "very strongly". The experience of starting a doctoral program with an Ed.D does not appear to be a daunting task; in fact it is one that institutions would recommend others do.

Figure 7: Recommendation to Another Institution to Implement Ed.D Program

Recommendation to Implement Ed.D Program	**Very strong**	18%
	Strong	46%
	Moderate	30%
	Weak	5%
	Very weak	0%

Based upon data from follow-up interviews, the main reasons that representatives of "first-time" institutions recommend that other universities implement the Ed.D are:

- High demand for the Ed.D nationally
- Ed.D is a special niche with a primary commitment to the K-12 schools for high quality teaching and educational leadership in the state or region where the program resides
- There are positive implications for the faculty who are involved in the Ed.D program, namely working with doctoral level students and engaging in research.

Institutions where the Ed.D was the first-ever doctoral degree (labeled "first-time institutions") indicate that the quantity and quality of students enrolled, number and strength of graduates, and the evaluation reports from accrediting agencies are their main means for assessing the success of their program.

Respondents with 10 or more years of experience with the Ed.D assess the success of their programs first of all by the quantity and the quality of students enrolled in the doctoral programs and secondarily by the evaluation reports from accrediting agencies. Respondents with less than 10 years since implementing the Ed.D focus on reviews and reports from consultants, evaluation findings, and strength of student enrollment.

The few (7%) who indicated that they are uncertain about the success of their Ed.D program have had the doctoral degree in place for 30 years or more. These deans of education reported that, on their campuses, fewer students choose the Ed.D than the Ph.D and that the Ed.D is not as prestigious as the Ph.D.

According to all respondents in all categories, how strong would be their recommendation to another institution to implement the Ed.D depends on the institutional context or culture and on the purposes established for implementing the Ed.D program.

Additional Topics for Follow-up Interviews

Research- or Practitioner-Oriented

Content analysis of data from follow-up interviews shows that all 9 institutions acknowledge the national debate on this issue regarding establishing a research- or practitioner-oriented Ed.D. They noted that these contrasting images of doctoral programs currently operating in the U.S. signify a great deal of difference in what the institution wants to do, how it structures the Ed.D program, the focus on adult learning, and the emphasis on statistics and research. Additionally, each respondent stated that the Ed.D at their institution provides a balance between emphasis on theoretical constructs (common to the research-oriented Ph.D) and field-based knowledge and skills (typical of the practitioner-oriented E.D).

Based on an in-depth discussion with the Research I institution, especially, there may be considerable disagreement from faculty in other departments and colleges across campus in regard to the status and acceptance of the Ed.D. Respondents to the initial survey wrote that when the doctoral degree is identified by faculty as a research-oriented degree, the practitioner-oriented Ed.D (in place or contemplated) may be seen as a "low status degree," that faculty who work in the program may not have the skills in research and writing to produce high quality dissertations, and that the institution may be seen as "not strong enough to offer the Ph.D."

However, deans of education stressed the importance of completely resolving this issue regarding research or practice prior to implementing the Ed.D, otherwise there will be ongoing controversy not only within the college/school of education where the Ed.D resides, but also across campus. Each of the institutions selected for follow-up interviews has an orientation towards the practitioner, but at the same time emphasizes research. One dean expressed the issue succinctly in these words: "Dealing with the two positions is a high wire act! Keeping the balance is the key." Another dean from a recently implemented Ed.D program offered this advice: "Stay research-oriented and you will have no competition from me."

The deans of education were asked: If you had to do it all over again, would you implement the Ed.D. program? Despite the substantive issues identified in this report, the answer was an unequivocal yes. The deans said that implementing the Ed.D:

- is a great moral booster for faculty in the college/school of education
- increases faculty productivity in the college/school of education
- is an inducement for better scholarship among faculty in the institution as a whole
- enables students to get into their careers in ways that they could not do without the Ed.D
- enhances faculty's opportunity to contribute to the field of education
- brings revenue to the campus
- attracts faculty to the university who would not apply otherwise, and
- provides the kind of growth that is important to an institution.

Changes

Slightly more than half (55%) of the first-time institutions reported undergoing no major changes since implementing the Ed.D. Institutions that implemented the Ed.D within the past 6 years reported that they had made a good plan and were following their plan very carefully, thus, major changes were neither necessary nor expected. The most common reason cited by deans from long-term Ed.D programs for major changes was the "constant need to do curriculum revision" in response to changes in the field of education. Current emphases include national standards for curriculum and teaching, off-campus programs, and fostering a culture of change on the campus.

Adding Other Doctorates

One third of the respondents indicated that their institutions have added other doctoral programs since implementing the Ed.D. Either the Ph.D was added within the college/school of education as an option or it was implemented in a program within the college of arts and sciences.

Enrollment and Cohorts

Enrollment in the Ed.D programs varied dramatically, with two universities having 500 and 400 students each, three at 150 to 170, and the remainder at 35 to 50 students. Recently implemented Ed.D programs had low enrollments because of the limits (15 to 20) on the number of individuals accepted for cohort groups annually. All but one of the institutions uses some kind of cohort system either for all operations or for certain aspects of their program (e.g., off-campus students).

Growth

All institutions reported a qualified growth over time in the number of students enrolled. Cohort groups are filled annually, dropouts are held to a minimum, and the cultural and racial diversity of students has increased over time.

Continuing from Education Leadership Department

Seven out of the 9 first-time institutions reported that few (10% to 20%) of their students who pursued the masters degree in the education leadership department transfer to the Ed.D program. If there is a large population base in the area and if there are many other institutions of higher education in the vicinity, the chances are high that many of the students who pursue the Ed.D will have taken the masters degree elsewhere. One university reported that it recommends to its masters students to pursue the doctorate at a different institution. Two institutions (one of which was the Research I institution) reported that their students come from everywhere in the nation.

Across Campus Interviews

Vice-presidents, provosts, and deans of arts and sciences acknowledged the national debate on the issue of implementing the research- or the practitioner-oriented doctorate in education. However, these university administrators-all but one of whom have their doctorates from a field in the arts and sciences-stressed that this dualism in doctoral degree programs is not at all problematic and is, in fact, a characteristic feature of many fields of study where the practitioner's work is fundamental, including psychology, sociology, and medicine. Thus, they recommend to any institution that considers implementing the Ed.D to emphasize establishing clarity regarding the program's purpose, consistency with the university's overall mission, need for the program within the region that is served, and high standards for the curriculum and dissertation advising.

In every instance, the Ed.D programs were viewed by the university administrators as successful. Indeed, a minority of these programs were described as "wildly successful." Nevertheless, these key administrators were in full agreement that the university must conduct program effectiveness reviews on a regular basis in order to assure high quality operations in all program areas, including the new Ed.D.

Additionally, at each of the institutions where the Ed.D was implemented within the past 5 years, there was either planning for a new doctorate in some field within the arts and sciences or a new doctorate had been established already. The administrators described the Ed.D as the appropriate, logical place for a university to begin offering a doctoral program because of the current demand for the degree by career professionals and the congruency with the university's mission to serve as the state's leader in K-12 education. An Assistant Vice-Chancellor offered straightforward advice: "The worst thing SCSU could do is load the Ed.D up with courses and requirements to make it look like a Ph.D. Keep it focused on the practitioner and strive for the best possible results. The Ph.D in the Ed.D dress is not good for anybody."

2. RATIONALE FOR Ed.D

A content analysis of comments made by respondents to the survey finds the most often cited reason institutions implemented an Ed.D program was that there was a need for the program, from both the practitioners themselves and from the field. Students were interested in gaining the degree, and there was oftentimes a need in the area for a doctorate program in the education field.

Also cited as a primary reason for implementing an Ed.D program was improvement of the profession. Institutions felt the Ed.D program would prepare better leaders and stronger practitioners. The Ed.D would provide educators with an opportunity for professional growth in knowledge and skills.

Many institutions recognize that the Ed.D was a practical alternative to the Ph.D. Additionally, institutions thought they would be able to enhance their own research and scholarship efforts with the implementation of an Ed.D program.

Respondents feel their original reasons for wanting to implement an Ed.D were strong. Eighty-eight percent (88%) of the respondents felt their reasons proved to be true. Anecdotally, a few respondents stated that there needs to be distinguishable differences between the Ed.D and the Ph.D programs.

The most common rationale for offering the Ed.D among first-time institutions—cited by every one of these institutions—is to address the need to prepare educational leaders (namely, administrators) in the state and to prepare more effective practitioners. Strengthening the background of educators, contributing to scholarship, and promoting practitioner-oriented research were also mentioned by many institutions, but were listed as secondary reasons.

At universities where the Ed.D was not the first doctoral degree on campus, the reasons for the Ed.D were varied and without high levels of agreement. Included among the common reasons are the need for the practitioner-oriented doctorate, strengthening the research and knowledge base of school administrators, and meeting the needs of field-based professionals.

Content analysis of comments across the years that universities had the Ed.D shows that the most common rationale for offering the program is a response to a perceived need for the professional practitioner doctorate among potential students (i.e.,) in the region. Thus, most institutions are offering the Ed.D in response to a need to satisfy a demand from K-12 school administrators for the terminal degree in education.

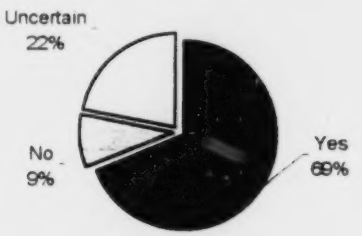
Analysis of data from follow-up interviews shows that institutions in all categories indicated that the rationale may prove to be false or weak if the pool of candidates is less than anticipated, that the commitment to providing a high quality Ed.D is lacking, or that the Ed.D is seen as a Ph.D in disguise.

Also, every first-time institution that started its program since 1991 has relied on external market research to determine the demand for the Ed.D program among potential students and the need for graduates among local K-12 school districts, non-profit agencies with ties to schools, and businesses. Additionally, these institutions maintain contact with their constituencies for a variety of reasons, including market needs-as a matter of policy. The anticipated market materialized for all of these institutions. All are selective and have to turn applicants away who do not meet their entrance requirements.

3. IMPACT ON THE INSTITUTION

A majority of respondents (69%) felt that the addition of the Ed.D program to their curriculum strengthened their institutions' academic reputation.

Figure 8: Academic Reputation Strengthened by Implementation of Ed.D Program



A review of comments from respondents about what area(s) of the institution benefited most from implementing an Ed.D program indicates that the College of Education benefited most. Specific areas of the College of Education that felt an advantage were the Graduate School and the particular schools in which the Ed.D program was located, such as the department for Educational Leadership. These results were true for first-time institutions and all other special focus areas.

Only 20% of the institutions responding to the survey stated there were area(s) negatively affected by the implementation of an Ed.D. The development of the Ed.D caused resources to be reallocated from other areas in order to meet the demands of the new Ed.D program. Many respondents explained the reallocation in general terms, such as a loss of resources to other areas of the institution. However, several mentioned that the undergraduate courses in education suffered.

Respondents from first-time institutions indicated that implementing the Ed.D requires:

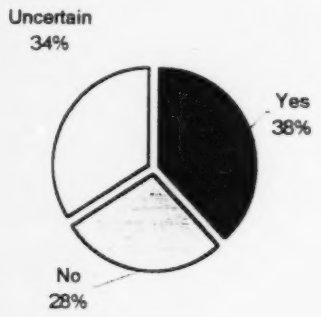
- a tremendous amount of work by faculty in the college/school of education
- enrollment must be monitored carefully to ensure that faculty in the college/school of education allocate an appropriate amount of time for sustained, one-on-one dissertation advising
- involvement by full time faculty in the college/school of education, which may translate into increased use of adjunct faculty for undergraduate courses.

Respondents from institutions where the Ed.D was not the first-ever doctoral degree and in the remaining areas of special focus reported that implementing the Ed.D may result in:

- diverting energy, attention, and focus away from the Master's degree programs
- diminished resources for undergraduate programs in the college/school of education
- lower level of resources available for departments without the Ed.D.

Implementation of the Ed.D program did not make institutions more competitive with respect to increased opportunities for grants and contacts. Only 38% of respondents to the survey felt that the addition of an Ed.D program to their institution enhanced their opportunities for more grants and contracts, whereas 28% felt it did not enhance their opportunities. Therefore, one of the primary reasons for starting an Ed.D program should not be to obtain more grants and contracts.

Figure 9: Implementation of Ed.D Program Made Institutions More Competitive



Respondents explained several changes that had to occur with the implementation of the new program. New faculty had to be hired so as to establish the Ed.D and to assure high levels of success for the new program. Not only were more faculty needed, but also faculty who were qualified to teach at the doctoral level have to be capable of and available to supervise dissertations. Institutions also commented that they needed more library resources to support the new program.

Initial conditions of the institution that respondents from first-time institutions identified as necessary to assure high levels of success were:

- commitment to provide adequate administrative support
- selection of faculty in the college/school of education with strong credentials in research
- reorientation of faculty in the college/school of education whose credentials are lacking
- commitment to hire new faculty in the college/school of education with substantial experience in doctoral programs and dissertation advising at other institutions
- maintain strong Bachelor's and Master's degree programs
- commitment to obtaining library resources to support advanced levels of research in education.

Respondents from institutions that had 10 or more years of experience with the Ed.D program emphasized the following items as necessary to assure high levels of success:

- hiring additional faculty in the college/school of education who had doctoral experience at their institutions and are perceived as "more senior" faculty-their

credentials are strong in research and publication
- create new criteria for faculty in the college/school of education with doctoral status
- development of the academic program for the Ed.D students
- assignment of individual accountability for overall program quality, including governing the implementation phase.

Content analysis of follow-up interviews reveals that, in every instance, the Ed.D program design was developed by faculty within the college/school of education. However, respondents stressed that the other units on campus and the university administration were informed regularly by the faculty committee on its progress with the Ed.D program design work, in order to maintain support on a campus-wide basis for implementing the program. Additionally, they said that the program design work entailed a struggle among education faculty on almost every item of importance. Consequently, many draft versions were developed and revised. Eventually, a university level program review committee and a state board of higher education had to review and accept the proposal.

The most recent Ed.D programs relied somewhat extensively on external consultants, who had substantial experience in doctoral program development and administration-for developing the proposal and for guiding the program during the implementation phase.

Data from follow-up interviews shows that support for the program is moderate to weak from other units across campus. There is a standing invitation from the Ed.D program to arts and sciences faculty to become involved with students' dissertations and with teaching classes, particularly research methods.

Additionally, if the Ph.D is also offered, there may be an understanding that evolved over time that acknowledges the Ed.D as devoted to the same principles as the Ph.D (research-oriented degree) and thus the students are held to the same standards. Otherwise, the Ed.D may be seen as a practitioner-oriented degree by arts and sciences and by education faculty, that it has the same overall high standards for a terminal degree, but that it may have different expectations in regard to the emphasis on theory and the characteristics of the dissertation. Thus, arts and sciences faculty may decide to join a Ph.D dissertation committee, but may choose to decline an offer to join the Ed.D committee because they may feel they are not qualified to participate in the process.

Virtually all of the respondents in the follow-up interviews reported that the library resources had been "vastly improved" as a result of adding the Ed.D program. There were reports of $10,000 to $15,000 annually for improving the research-related materials in the university library. Included among the resources were standard items such as books and professional journals, but also there were notable improvements reported in audio/visual supplies, computer applications, and the Internet.

Indeed, several deans of education reported that the Ed.D program helped to open up opportunities for research on the World Wide Web and with inter-library loans. They

acknowledged that most of these resources had direct applications for the field of education. However, since the research topics in this particular field are so varied, the related areas of social sciences, nursing, and business management have also benefited.

Respondents in the follow-up interviews stressed that the Ed.D program enhanced research opportunities campus-wide for undergraduate as well as graduate programs. Additionally, they noted that the Ed.D gave the university a "prestige factor" that was most evident during graduation ceremonies when candidates walked across the stage to receive their doctoral degrees. According to a dean whose program started in the 1970s: "awarding the doctoral degree during graduation is an identity that every faculty member can appreciate."

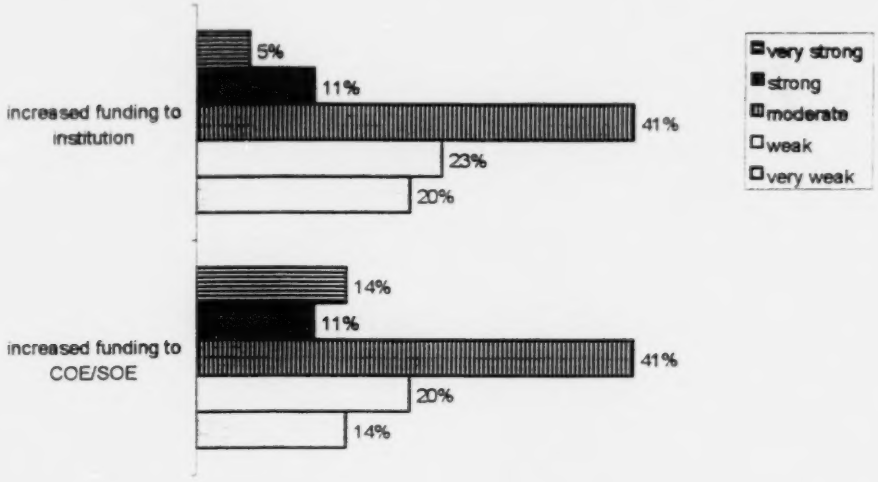
Additionally, two thirds of the respondents reported that other programs of their institutions had not been negatively affected by implementing the Ed.D.

One of the most recent first-time institutions reported that the negative effects were felt most strongly within the college/school of education, because of the tremendous amount of time that is required of people who invest themselves in developing and implementing the program, designing and teaching new courses, and advising students with their dissertations. This doctoral program chairperson stated that faculty in the college/school of education have to be willing to make sacrifices within a few years in order to help students with their dissertations. At the second university campus, the business school was feeling threatened because the education doctorate offered courses dealing with organizational management that had appeal to career professionals in non-profit agencies and business. The third first-time institution acknowledged that people in the institution will know that something may have to give in order for the School of Education to have a doctoral degree.

4. BUDGET

Institutions report only a moderate increase to both the budget of the institution and the budget of the college/school of education. Data from follow-up interviews showed increases only in the college/school of education. From these results, it can be assumed that an institution would not want to start an Ed.D program just to increase financial budgets of either the institution or the college/school itself.

Figure 10: Impact of Ed.D Program on Funding



Fortunately, the implementation of the Ed.D was not linked to budget cuts in the institution as a whole. This finding from the surveys was supported by follow-up interviews, but not supported by across campus interviews. Seventy-five percent (75%) of the responding institutions stated there had been no budget cuts as a result of the implementation of the Ed.D and the remaining respondents were uncertain (25%). Deans from across campus reported that starting the Ed.D as a first-time doctorate definitely decreases money that would otherwise have been available for other colleges/schools of the university.

Education deans reported that when there was a budget shortfall in some area of the university, the institutions typically reallocated money from other areas, such as the education department or the institution's general fund.

When asked the funding sources for their Ed.D program, the most commonly cited sources were the students' tuition and fees and the state. Some respondents also explained that their funding comes from the institutions' general fund and/or the college/school of education's budget. A small percentage shared that they applied for grants to fund their Ed.D program.

Content analysis of respondents' comments shows that these results were true for all special focus categories, including first-time institutions.

The follow-up interviews included additional questions on program revenue status. Specifically, SCSU officials wanted to know if the first-time Ed.D programs are now and if they were expected to be revenue positive, negative, or neutral. Five respondents said that their programs are revenue positive and that student enrollment is a key factor. Two are revenue negative because the Ed.D program generates money for use by the entire university. One is revenue neutral and had sufficient funds for its operations.

Concerning expectations of the program, the same five respondents to the follow-up interviews who said that they are revenue positive at the present time indicated that their programs were expected to be revenue positive when implemented. Two who responded that the program is currently revenue neutral said that it was expected to be revenue neutral. And one of the two that is revenue negative now because its money goes to the university budget did not know. All sources agreed that much depends on the demand, the number of teachers and administrators in the vicinity, and the audience in general. Additionally, some state universities may depend on a special item appropriation in the legislature.

In the instances where respondents to the follow-up interviews reported a revenue negative program, none of the budget shortfalls came from an increase in the previously existing budget of the entire institution

During follow-up interviews, respondents were asked what commitments to funding the Ed.D program were made before the program was implemented. In every instance—but especially with recently implemented Ed.D programs—the college/school of education had to develop a five year budget. Approval of the program included the promise of support for all five years-regardless of the possibility of a revenue negative budget for the program.

Respondents said that this promise of adequate support is critical for the program's overall success during development and implementation stages. The president and the provost must say: "We will allocate resources for faculty lines, for travel, for professional development, for student recruitment." Administrators and faculty who want the institution to offer the Ed.D program must understand that materials cost money. Recruitment of new students costs money. According to one dean of education, "they can not do this work on the cheap. Additionally, faculty in the college/school of education must have the big picture in mind when developing the proposal."

Across Campus Interviews

The university administrators said that one of the important keys to success with implementing the Ed.D as the first-ever doctorate on a university campus is to make certain that the homework has been done on costs. They stressed that the costs of a doctoral program are almost always underestimated because people do not know

beforehand about the extensive time that it takes faculty and administrators to design and implement the program. Then, once the program is up and running, there are the additional costs associated with allowing time for faculty in the college/school of education to do dissertation advising. Also, the university will most likely have to hire new faculty for the program. Indeed, one administrator argued that establishing new faculty lines in the college/school of education for the doctoral program should be done as a matter of course because it prevents the Ed.D proposal from being viewed as a hollow interest and instead sends a strong symbolic message to all, including the critics, that this Ed.D is not a trivial concern.

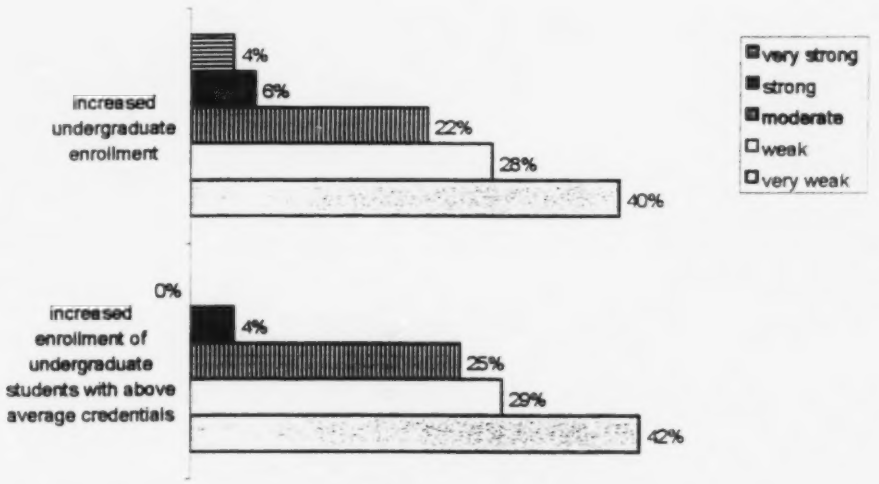
A majority of institutions perceived the linkage between implementing the Ed.D program and undergraduate enrollment to be somewhat strong not only because of a direct link programmatically, but also because resource allocations at the doctoral level can influence resource allocations at the undergraduate level. For instance, the money supply is limited, thus, giving more money to one unit means giving less to another area. Thus, if there is a high demand for professors to advise Ed.D candidates on their dissertations, then the undergraduate program may have to rely on adjunct professors.

5. ENROLLMENT AND PERFORMANCE

Implementing the Ed.D did not result in a strong increase in the amount of students enrolled in the undergraduate school and did not increase the enrollment of new undergraduate students who had above average credentials. Only 10% of the respondents stated there was a "strong" or "very strong" increase in the number of undergraduates enrolled as a result of the implementation of the Ed.D and only 4% stated there was a "strong" relationship between the Ed.D and enrollment of undergraduate students with above average credentials. What the institutions do at the doctoral level does not seem to impact the quality or quantity of undergraduate students.

However, the dean of the college of education at the Research I institution indicated that, in order to preserve the high quality of education at both undergraduate and graduate levels, there will have to be some controls on enrollment at all levels. The institution cannot "keep pouring students into programs without controls, otherwise faculty will be working beyond the limits." Thus, the operating principal across campus should be "cap programs with quality in mind."

Figure 11: Impact of Ed.D Program on Student Enrollment



Further, the institution's undergraduates do not appear to be better prepared for the job market and careers as a result of the addition of the Ed.D program. Only 22% of responding institutions felt that their institutions had better prepared undergraduates. In fact, the majority of respondents (56%) were uncertain that there was a relationship between the Ed.D and better preparation of undergraduate students.

Additionally, respondents to the follow-up interviews said that having no relationship between the Ed.D. program and the undergraduate program does this reflect badly on the Ed.D. program.

Content analysis of respondents' comments across all special focus areas reveals that they see little relationship between the undergraduate and the Ed.D programs in their institutions. One dean provided the following statement that is representative of what other deans of education said: "In the doctoral program, we don't provide an educational service to recent high school graduates. We provide a professional development program at the highest level for practicing school administrators."

Figure 12: Impact of Ed.D Program on Undergraduate Preparation

Institutions undergraduates better prepared for the job market and careers	**Yes**	22%
	No	22%
	Uncertain	56%

Documentation obtained during the follow-up interviews reveals that student enrollment in the Ed.D programs met expectations for seven and exceeded expectations for two institutions.

The following table shows that 20% of the responding institutions stated that less than 20% of their Ed.D graduates gained employment as a principal, and 45% of the responding institutions stated that less than 20% of their Ed.D graduates gained employment as a (asst.) superintendent.

The most typical employment patterns seem to be that between 20% and 40% of the Ed.D graduates gain employment as a principal and less than 20% gain employment as a (asst.) superintendent.

Figure 13: Employment of Ed.D Graduates

		Principals	Superintendents/ Asst. Superintendents
Employment of Ed.D graduates	**0%-20%**	20%	45%
	21%-40%	47%	23%
	41%-60%	12%	13%
	61%-80%	12%	10%
	81%-100%	6%	6%

However, all respondents reported that the great majority of their candidates for the doctoral degree hold full time jobs throughout the time that they are pursuing the degree. Additionally, these doctoral students plan to use the Ed.D to support their current position and to leverage advancements in their career at their institution. Some of the students planned to seek positions in higher education, however, this career path was typically an exception.

Two issues that respondents to the survey associated with student enrollment are:

- the Ed.D program must observe the principles of adult education and

- the Ed.D program must provide doctoral level classes and support services on days and times that are convenient for adults who have jobs during the regular work hours of the work week—8:00 a.m. to 5:00 p.m.

Thus, faculty in the college/school of education must have appropriate training and experience to work with adults who are practicing and are successful in their careers, the university must offer creative scheduling of classes, and the university must provide support services must during evenings, weekends, holiday periods, semester breaks, and summer months.

Across Campus Interviews

University administrators said that there was a relationship between implementing the Ed.D and undergraduate education, however, they reported that it was tenuous and hard to identify. A doctoral program is housed in the graduate school, thus, its purpose may or may not have a direct connection to the undergraduate program in education.

On the one hand, at approximately half of the institutions the linkage is perceived to be somewhat strong not only because of a direct link programmatically, but also because resource allocations at the doctoral level can influence resource allocations at the undergraduate level. In other words, there is only so much money to go around and giving more money to one unit means giving less to another area. Thus, if the demand is high for professors to advise Ed.D candidates on their dissertations, then the undergraduate program may have to rely on adjunct professors.

On the other hand, the emphasis on research in the new Ed.D program often spills over to create greater appreciation of and interest in research among students at the undergraduate level. Additionally, these key personnel said that the doctoral program enriches the university by improving academic life on the campus overall and by creating renewed interest in the rigors of research. University administrators reported that they were positively impressed by the extent to which research was emphasized across campus subsequent to implementing the Ed.D.

The university administrators said that an institution that plans to implement the Ed.D as the first-ever degree needs to adopt high standards for admission in order to best serve the students who wish to become candidates for the doctorate in education. With high quality courses and dissertation advising, these individuals will produce dissertations that make the whole university proud. Additionally, the use of high admission standards helps to convince faculty from across campus, who may be skeptical of the Ed.D program's academic rigor, that the program is sound and its students are qualified to pursue the highest degree in the field of education.

6. FACULTY PRODUCTIVITY

The implementation of an Ed.D program does seem to make the college/school of education and the institution more attractive to better credentialed faculty. In fact, the relationship with attracting better credentialed faculty to the college/school of education is very noteworthy.

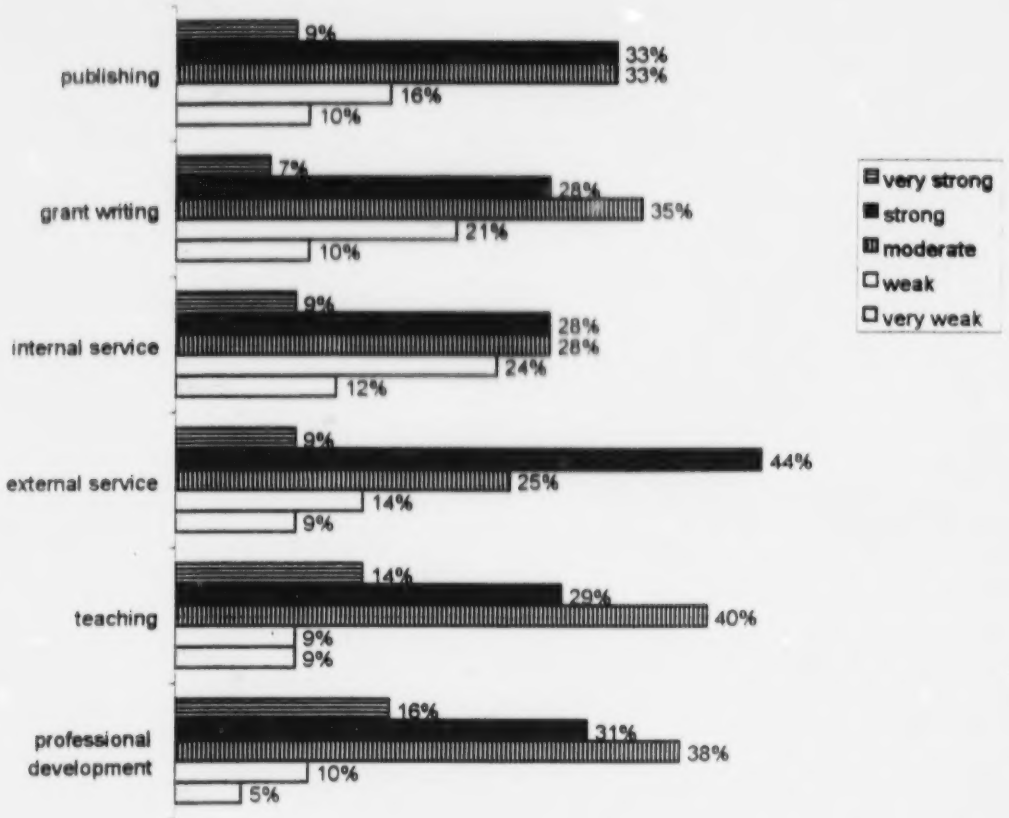
Figure 14: Impact of Ed.D Program on Attracting Faculty

Implementation of Ed.D made institution and COE/SOE more attractive to better credentialed faculty		COE/SOE	Institution
	Yes	71%	41%
	No	17%	34%
	Uncertain	12%	25%

Overall it appears there is a positive relationship between the implementation of the Ed.D and the improvement in the amount of opportunities for facility to strengthen their professional credentials. For example, 9% of the responding institutions felt there is a "very strong" relationship between the implementation of the Ed.D and opportunities for faculty to increase their publishing, 33% felt there is a "strong" relationship, and 33% felt there is a "moderate" relationship.

The two areas with the strongest relationships between implementing the Ed.D and professional opportunities are external service and professional development. Fifty-three percent (53%) of respondents suggest the relationship between implementing the Ed.D and opportunities for external services is "very strong" or "strong." Forty-seven percent (47%) feel the relationship between implementing the Ed.D and opportunities for professional development is "very strong" or "strong."

Figure 15: Impact of Ed.D Program on Improving Faculty Credentials



Respondents to the survey-including those from institutions that had the Ed.D for 30 years or more-offered very few comments on the relationship between implementing the Ed.D and faculty productivity. One dean whose institution offered the Ed.D as the first-ever doctorate in the 1970s reported that implementing the Ed.D helped the department but not the college. Another dean from a first-time institution where the program was implemented within the past 10 years indicated that it was "too early to tell."

Follow-up interviews focused on the reaction of the institution's faculty to implementing the Ed.D. Content analysis of respondents' answers revealed four commonly held concerns:

- assessing the qualifications of faculty in the college/school of education to serve in the program based upon high performance standards and making appointments accordingly
- monitoring the productivity of doctoral faculty in the college/school of education, including effective dissertation advising for timely completion and high quality results

- hiring new faculty in the college/school of education with successful experience in doctoral programs, whose duties include serving as mentors to other faculty whose career focus has been teaching and not research
- reserving 6 to 9 credit hour teaching loads for doctoral faculty in the college/school of education, while monitoring their productivity and assuring deans of arts and sciences that these lower teaching loads are justified by the demands of the Ed.D program.

Across Campus Interviews

All of the university administrators agreed that faculty in the college/school of education must meet the criteria established for working in the doctoral program. They identified a strong record of research and previous experience with advising students on their dissertations as the main qualifications that faculty must meet. Naturally, if the Ed.D program was not on campus previously, then most if not all resident faculty in the college/school of education could not meet the second criterion regarding previous experience with dissertation advising. However, this handicap can be overcome by hiring new faculty with this experience who take their colleagues through the dissertation advising process on committees. In a relatively short period of time this process imparts the requisite experience to more and more faculty from any unit on campus who choose to become involved in dissertation committees. Additionally, the administrators stressed the importance of regular program effectiveness reviews in order to maintain high standards.

7. FACULTY TEACHING

The majority of the institutions (53%) require faculty in the college/school of education to teach 6-9 credits per semester.

Figure 16: Typical Teaching Loads

Typical teaching load	**6-9 credits per semester**	53%
	9-12 credits per semester	33%
	15-18 credits per year	10%
	12 quarter hours per semester	3%

It is important to know if staff teaching loads will change as a result of the implementation of an Ed.D program. The results of this survey show the impact that implementing the Ed.D has had on faculty teaching loads varies from institution to institution. Looking at the impact according to the typical teaching load shows that in only a small percentage of institutions does implementing an Ed.D program increase the teaching load of faculty. For example, only 10% of the institutions where the teaching load is 6-9 credits per semester respond that their faculty teaching load had increased due to the Ed.D program. At institutions where the teaching load was 9-12 credits per semester only 18% stated the teaching load increased for most faculty.

At institutions that stated they had a typical teaching load of either 9-12 credits per semester or 15-18 credits a year, the largest percentage of respondents claimed their faculty teaching loads actually decreased. It is most noticeable for the institution whose faculty teach 15-18 credits per year (60%).

For institutions whose faculty teaches 6-9 credits per semester, 43% of the respondents stated for some faculty their teaching responsibilities increased and for some it decreased. Thirty three percent (33%) stated it did not change.

Figure 17: Implementation of Ed.D Program's Impact on Teaching Load

		Typical teaching load			
		6-9 credits per semester (n=31)	**9-12 credits per semester (n=19)**	**15-18 credits per year (n=6)**	**12 qt hrs per semester (n=2)**
Impact of implementation of Ed.D on teaching loads	**increased loads for most faculty**	10%	18%	20%	0%
	decreased loads for most faculty	13%	31%	60%	0%
	increased for some/ decreased for others	43%	13%	0%	50%
	no change	33%	38%	20%	50%

An additional concern when implementing a Ed.D program is the response faculty will have to it. Institutions reported that there was actually a moderate to positive response from faculty about adjustments to their teaching loads, to changes in faculty lines and to support staff reallocation and hiring.

Figure 18: Response of Faculty to Ed.D Program

	Response of faculty				
	Very negative	Negative	Moderate	Positive	Very Positive
To teaching load adjustments	0%	10%	43%	32%	14%
To changes in faculty lines	0%	0%	55%	34%	11%
To support staff reallocation and hiring	0%	0%	57%	35%	8%

The Ed.D program also had a moderate to positive influence on the teacher education mission of the institutions.

Figure 19: Impact of Ed.D Program on Teacher Preparation Mission

Impact of implementation of Ed.D on teacher preparation mission of institution	Yes	47.40%
	No	52.60%

Content analysis of respondents' comments on the survey and on the follow-up interviews indicates four themes regarding the relationship between implementing the Ed.D and faculty teaching loads:

- teaching load adjustments are usually made based on demands for certain courses (e.g., research methods) and on qualifications of faculty within the Ed.D program to teach those courses, thus typically benefiting those individuals
- there may be a policy on faculty load adjustments based on dissertation advising, but it is not always followed because there are "so many nuances to faculty advisement of doctoral students"
- to a great extent, teaching load adjustments is a "hot button," and
- "progress with the Ed.D program comes out of your hide."

Respondents to the survey and to the follow-up interviews reported that departments that did not have the Ed.D program may not realize a decrease in teaching loads as a result of implementing the Ed.D, but that in departments where the Ed.D is housed there may be a decrease. According to the deans of education, there is little if any impact on teaching loads in other colleges/schools of the university. Additionally, in some instances overloads are taken without compensation. The opportunity to teach in the Ed.D program may be seen as a privilege by faculty and administration, which is a reward that personnel take to be comparable to financial gains. There were no variances across special focus groups.

Faculty response to teaching load adjustments as a result of implementing the Ed.D was reported either as indifferent or as positive for Ed.D faculty, but negative for some others. From the standpoint of the administration and key faculty in the Ed.D program, getting a highly qualified professor to teach a course and to advise students with their dissertations has greater importance than a strictly equitable distribution of teaching loads. Thus, the respondents made clear that maintaining the integrity of the Ed.D program was more important than worrying about teaching load adjustments. Faculty in the college/school of education simply had to accept that hard work and scanty compensation are facts of life about implementing doctoral level programs.

Analysis of data from follow-up interviews shows that 7 of the 9 institutions offer compensation for faculty overloads. At the two institutions where there is no compensation, there is a provision at one university that compensation is awarded for off-campus teaching only and at the other university release time for research is a reward. Institutions that implemented the Ed.D within the past six years usually follow a system with a set fee to compensate faculty in the college/school of education for overloads.

Very few respondents offered comments regarding the impact of implementing the Ed.D program on the teacher preparation mission of the institution. One respondent from a first-time institutions reported that monitoring the impact is "very essential." Another respondent from a first-time institution wrote that the impact was "negative initially, due to changing patterns of enrollment." Both institutions had their Ed.D programs in place for more than 15 years. However, these remarks may have more to do with evolving circumstances at a particular institution than with signifying a broadly based issue. A more general point that is valid based on follow-up interviews is that the Ed.D program concerns a totally different purpose and population-namely, the terminal degree for practicing school administrator who is focused on educational leadership, and not undergraduates engaged in pre-service teacher education.

Reallocations of faculty and staff as a result of implementing the Ed.D varied by institution and depended upon the proposal for the Ed.D. In other words, if the proposal called for adding new faculty and staff, then these changes were made subsequent to approval of the program. In most instances, reallocations occurred in the college/school of education. Also, a minority of institutions made staff reallocations in the admissions or development offices in order to facilitate the Ed.D.

The final question about faculty teaching asked how implementing the Ed.D program influenced teaching at the institution and in the wider education community. It drew a large number of responses in the survey and in the follow-up interviews, but not much variety. The three most common and complementary perceptions from all special focus groups were:

- the Ed.D program did not influence teaching (i.e., teaching in the program was perceived to be strong)
- teaching in the Ed.D program forced faculty in the college/school of education to adopt higher standards for teaching, and

- the longer the Ed.D program was in existence the more likely it is that the institution's graduates now serve as educational leaders in the area.

Respondents to the survey and follow-up interviews were uncertain about the impact of implementing the Ed.D on the teaching mission in the area. They said they hoped that they were having an impact on the teaching mission, however, they were skeptical because it is difficult to point to tangible results. Similarly, respondents' answers to a question about the impact of the Ed.D on the morale of teachers varied from none to excellent.

However, respondents to the follow-up interviews noted that the Ed.D students expected to see professors of education demonstrate the practices they advocated for enhancing education, which frequently involved innovative and effective teaching methods. Thus, the faculty in the college/school of education are expected not only to talk about the teacher-scholar model of education, but also to employ this model to good effect in the university classroom.

Also, deans of education at first-time institutions reported that their faculty who teach in the doctoral program find it to be intellectually challenging and that it has ignited their interest in developing new courses. These same deans noted that ramping up for a first-ever doctoral program requires establishing better links of research to teaching in the classroom, more preparation for higher level courses and student advisement, planning and flexibility on the part of all in order to meet the requirements for advising students on their dissertations.

Across Campus Interviews

The university administrators noted that a new Ed.D is not going to be good just because it was approved. Indeed, they said that the greatest challenge lies in the design of the curriculum and courses, which cannot be described in vague language or it will suggest to all that the program itself is headed in that direction instead of toward academic rigor. Additionally, successful implementation of the first-ever doctorate requires ongoing assessment, especially a concern for producing high quality dissertations. There will be skeptics across campus, some of whom will not be convinced that the Ed.D is producing good results. However, the only way to deal effectively with faculty who are critical but at the same time who are open to considering new programs is to demonstrate that there is integrity in this degree. Thus, an oversight board at the graduate school may have to be implemented to assess the quality of dissertations.

Finally, everyone must understand that the faculty and students who participate in this new Ed.D program are pioneers on their own campus. Ten years from the time when the Ed.D is first implemented, the faculty in the college/school of education will look back on what they made with a sense of pride in their accomplishments that is tempered by the realization that those were the first steps and the first products. Since then, the standards for teaching courses and advising on the dissertations will have increased substantially.

CROSSTABULATIONS

1. Analysis of Data From Institutions Where Ed.D was First Doctoral Program Offered

For 47% of the respondents, the Ed.D program was the first doctoral program offered at the institution. This section will analyze the data according to whether or not the Ed.D was the first doctoral program at the institution. The information presented will be useful in understanding the issues facing an institution that is first initiating doctoral education. Only the characteristics where there is a notable difference between the views/opinions of those institutions that are starting their first doctoral program with the Ed.D and those that had other doctorates in place at the time of the implementation of the Ed.D will be presented.

The institutions that offer the Ed.D as their first doctoral program are labeled "first time" institutions.

Status of Ed.D

Only 41% of first-time institutions eventually offered additional doctorates in other fields. Conversely, 90% of the respondents who had other doctorate programs in place before the implementing the Ed.D still have other Ph.D programs in other fields. It follows that institutions for whom the Ed.D is not their first venture into doctoral education are more likely to offer additional doctoral programs. Not quite ½ of those who are implementing the Ed.D as the first doctorate have undertaken additional doctoral programs.

Both the institutions that had doctoral education in place before implementing the Ed.D and those that started doctoral education with the Ed.D rate themselves as successful. However, first-time institutions seem to feel less certain that their program is perceived as successful by their peers (62%) than those who had another doctoral program already in place when they implemented their Ed.D (79%). One explanation may be that the institutions that had previous doctorates in place have a stronger sense of the culture of doctoral education and are more secure in their programs because it is not their first venture of this type.

Figure 20: Status of Ed.D Analyzed by First-Time Institutions

		EdD first doctoral program offered	
		yes	no
Offer the PhD in any field	yes	40.70%	90.00%
	no	59.30%	10.00%
EdD successful doctoral program with institution	yes	100.00%	90.00%
	uncertain	0.00%	10.00%
EdD perceived to be successful by its peers	yes	61.50%	79.30%
	uncertain	38.50%	20.70%
Recommendation to another institution to implement	weak	0.00%	7.70%
	moderate	33.30%	26.90%
	strong	51.90%	46.20%
	very strong	14.80%	19.20%

Impact of the Institution

Seventy-four percent (74%) of the first-time institutions feel its implementation of the Ed.D strengthened their academic reputation. Of those institutions were the Ed.D was not the first doctoral program, 64% feel the Ed.D strengthened their academic reputation. Moving into providing doctoral education is seen as a boost to the academic reputation of an institution.

On the other hand, a slightly higher percentage of first-time institutions saw program areas being adversely affected by the start of the Ed.D. Because the other institutions already had doctoral programs in place, they may have been able to circumvent some of the issues a new doctoral program brings, whereas first-time institutions were not similarly prepared.

Figure 21: Impact on Institution Analyzed by First-Time Institutions

		EdD first doctoral program offered	
		yes	No
Implementation of Ed.D strengthened institution's academic reputation	yes	74%	64%
	no	4%	14%
	uncertain	22%	21%
Any program areas negatively affected by implementation of Ed.D	yes	27%	18%
	no	62%	68%
	uncertain	12%	14%
Implementation of Ed.D made institution more competitive with respect to increased opportunities for grants and contracts	yes	39%	38%
	no	19%	35%
	uncertain	42%	28%

Sixty percent (60%) of first-time institutions describe a "moderate" relationship between implementing the Ed.D and increased funding to the whole institution. Only 8% of first-time institutions found the relationship to be "strong" or "very strong". Of those institutions that already had doctoral programs in existence, there was a larger percentage (18%) who stated there was a "strong" or "very strong" relationship, however there was also a stronger percentage who stated the relationship was "weak" or "very weak". The "first time" institutions appear to see a moderate relationship between implementing their Ed.D program and increased funding to the whole institution, whereas those programs with established doctoral programs see a range in the relationship.

When looking at the relationship of implementing the Ed.D and increased funding to the college/school of education itself, a different scenario appears. First-time institutions feel more strongly than institutions with established programs that there is a positive relationship with the Ed.D program and the school/college's budget.

A slightly larger percentage of first-time institutions were uncertain if budget cuts had occurred because of starting the Ed.D program.

Figure 22: Budget Analyzed by First-Time Institutions

		EdD first doctoral program offered	
		yes	No
Relationship between Ed.D and increased funding to whole institution	very weak	16%	25%
	weak	16%	29%
	moderate	60%	29%
	strong	4%	11%
	very strong	4%	7%
Relationship between Ed.D and increased funding for COE/SOE	very weak	8%	21%
	weak	20%	18%
	moderate	44%	39%
	strong	12%	11%
	very strong	16%	11%
Implementation of Ed.D lead to budget cuts	no	72%	79%
	uncertain	28%	21%

Interestingly, "first-time institutions" were more apt to feel disappointed with the relationship between implementing an Ed.D and a potential increase in both quantity and quality of undergraduate students. In both instances, the percentage of those "first-time institutions" who answered that the relationship was very weak was higher than those already involved in doctoral education.

Thirty-two percent (32%) of those institutions who were already involved in doctoral education felt that the addition of the Ed. D program did not better prepare undergraduates for the job market, but only 11% of first-time respondents felt similarly. Even though the first-time institutions were not seeing stronger students entering their undergraduate programs, they felt that they were preparing them better.

Figure 23: Student Enrollment and Performance Analyzed by First-Time Institutions

		EdD first doctoral program offered	
		yes	no
Relationship between Ed.D and increase of undergraduate students enrolled	very weak	46%	35%
	weak	18%	35%
	moderate	23%	23%
	strong	9%	4%
	Very strong	5%	4%
Relationship between Ed.D and enrollment of undergraduate students with above average credentials	Very weak	45%	39%
	Weak	20%	35%
	Moderate	35%	19%
	Strong	0%	8%
	Very strong	0%	0%
Institution's undergraduates better prepared for job market and careers	Yes	21%	24%
	No	11%	32%
	Uncertain	68%	44%

Faculty Productivity

First-time institutions seemed to feel the positive impact of the Ed.D on its faculty in the college/school of education more than those who already had doctoral programs. Eighty-five percent (85%) of "first time" institutions felt the addition of the Ed.D program to their curricular offerings made the college/school of education more attractive to better credentialed faculty. Only 60% of those who already had doctoral level education felt the same.

Further 54% of those first-time institutions felt that implementing the Ed.D made the institution as a whole more attractive to better credentialed faculty, whereas only 27% of the other group felt so.

First-time institutions also felt more strongly that the Ed.D increased faculty morale.

It appears that implementing the Ed.D at first-time institutions has a stronger impact on the faculty than simply the addition of another doctoral program at the remaining institutions. Moving to the level of doctoral education seems to be an important impetus to improving faculty in the college/school of education, not adding more doctoral programs.

Figure 24: Faculty Productivity Analyzed by First-Time Institutions

		EdD first doctoral program offered	
		yes	no
Implementation of Ed.D make COE/SOE more attractive to better credentialed faculty	yes	85%	60%
	no	0%	30%
	uncertain	15%	10%
Implementation of Ed.D make institution more attractive to better credentialed faculty	yes	54%	27%
	no	19%	47%
	uncertain	27%	27%
Relationship with Ed.D and increase in faculty morale	very weak	25%	19%
	weak	13%	27%
	moderate	33%	39%
	strong	21%	12%
	very strong	8%	4%

Publishing, grant writing, and teaching are impacted by implementing the Ed.D program more at first-time institutions than at institutions that already had doctoral education. Again, it seems that the step of initiating doctoral education has more of an impact on faculty in the college/school of education than simply adding another program at the doctoral level.

Figure 25: Increase in Professional Credentials Analyzed by First-Time Institutions

		EdD first doctoral program offered	
		yes	no
Relationship with Ed.D and increase in publishing	very weak	8%	14%
	weak	12%	21%
	moderate	31%	35%
	strong	42%	21%
	very strong	8%	10%
Relationship with Ed.D and increase in grant writing	very weak	12%	10%
	weak	23%	21%
	moderate	23%	41%
	strong	39%	17%
	very strong	4%	10%
Relationship with Ed.D and increase in internal service	very weak	15%	10%
	weak	27%	24%
	moderate	19%	28%
	strong	27%	31%
	very strong	12%	7%
Relationship with Ed.D and increase in external service	very weak	12%	6%
	weak	20%	10%
	moderate	16%	31%
	strong	48%	41%
	very strong	4%	10%
Relationship with Ed.D and increase in teaching	very weak	8%	10%
	weak	4%	14%
	moderate	42%	38%
	strong	35%	24%
	very strong	12%	14%
Relationship with Ed.D and increase in professional development	very weak	8%	3%
	weak	8%	14%
	moderate	42%	35%
	strong	31%	31%
	very strong	12%	17%

In summary, "first-time" institutions felt the impact of the Ed.D stronger than the institutions who already had doctoral programs in place. Even though the "first-time" institutions felt their programs were successful, they were less sure that their peers felt their program was successful. They felt more strongly that their programs were in a way enhanced, but were also negatively affected in ways. "First-time" institutions' faculty felt a stronger impact from the Ed.D in areas such as faculty morale, attracting better credentialed candidates, and opportunities to publish and obtain grants than faculty who worked at institutions who already had an Ed.D.

2. Differences According to Number of Years Offered Ed.D Program

This section will analyze data according to number of years an institution has operated its Ed.D program. The information presented will be useful in understanding changes a program goes through during its development. Only the characteristics which appear to be impacted by the number of years the program has been operating will be presented.

Eighteen percent (18%) of respondents have offered an Ed.D program for less than 5 years and 18% have offered one for between 5 and 10 years. Only 11% have offered an Ed.D program for 11 to 20 years and 21% have offered one for 21 to 30 years. The most respondents, 32%, have offered an Ed.D for over 31 years.

Status of Ed.D

All of the institutions, that have been offering their Ed.D for less than 31 years, feel their program is successful. Eighty-three percent (83%) of those institutions that have been offering their Ed.D for more than 31 years feel the program is successful.

The opinion of how institutions feel their program is perceived by peers follows a different pattern. It appears that, for the first 20 years, as the number of the years in operation increases, so does the percentage of respondents who feel their peers think their program is successful. After 20 years, the percentage declines again. According to respondents, they feel their peers' opinion reaches its zenith between 11-20 years.

Those institutions that have offered the Ed.D program for less than 5 years, for 11-20 years, and for 21-30 years are the institutions who feel most strongly about recommending to another institution to implement an Ed.D program.

Figure 26: Status of Ed.D Analyzed by Years in Operation

		Years offered Ed.D program				
		Less than 5 years	5-10 years	11-20 years	21-30 years	over 31 years
Ed.D successful doctoral program with institution	**yes**	100%	100%	100%	100%	83%
	uncertain	0%	0%	0%	0%	17%
Ed.D perceived to be successful by its peers	**yes**	60%	70%	100%	73%	71%
	uncertain	40%	30%	0%	27%	29%
Recommendation to another institution to implement	**very weak**	0%	0%	0%	0%	0%
	weak	0%	0%	0%	0%	13%
	moderate	11%	50%	17%	36%	38%
	strong	67%	40%	67%	46%	31%
	very strong	22%	10%	17%	18%	19%

Impact on Institution

Those programs that have offered the Ed.D for less than 20 years feel the strongest that the implementation of this program has strengthened their academic reputation. For institutions in which the program has been in operation for more than 20 years, implementation is most likely not as noticeable any more, which would account for the larger percentage of respondents in this group who are uncertain of the impact of the Ed.D on their reputation.

Typically, the younger the program is, the higher the percentage of respondents who feel there is a program area that has been negatively affected by implementing the Ed.D. Programs that have been in existence for 21-30 years are the exception. There is a jump in the percentage of institutions that report they have seen program areas negatively affected by the Ed.D with this group (36%).

Programs operating over 31 years have the fewest respondents stating they have had program areas adversely affected by the Ed.D (6%).

Institutions who have offered the Ed.D for 11-20 years and 21-30 years have the highest percentage of respondents who feel the Ed.D has made them more competitive with respect to increased opportunities for grants and contracts.

Those institutions that have offered the Ed.D for less than 10 years have the highest percentage of respondents who are uncertain the Ed.D has made them more competitive. It appears that in order to see an increase in opportunities to obtain more grants and contracts, the program needs to be firmly in existence. It also can be surmised that after a period of time, such as 30 years, the competitive edge offered by the Ed.D weakens.

Figure 27: Impact on the Institution Analyzed by Years in Operation

		Years offered Ed.D program				
		Less than 5 years	5-10 years	11-20 years	21-30 years	over 31 years
Implementation of Ed.D strengthened institution's academic reputation	**yes**	100%	80%	100%	64%	47%
	no	0%	0%	0%	9%	18%
	uncertain	0%	20%	0%	27%	35%
Any program areas negatively affected by implementation of Ed.D	**yes**	33%	30%	17%	36%	6%
	no	56%	60%	83%	46%	77%
	uncertain	11%	10%	0%	18%	18%
Implementation of Ed.D made institution more competitive with respect to increased opportunities for grants and contracts	**yes**	30%	30%	67%	73%	24%
	no	30%	10%	17%	0%	53%
	uncertain	40%	60%	17%	27%	24%

Budget

The Ed.D seems to have the strongest financial impact on the funding of the whole institution after it has been in existence for more than 20 years. However, also after 20 years, the range of answers is the highest. It seems that by 20 years, the Ed.D program has established a budgetary relationship with the institution, but that relationship varies from institution to institution.

There was a relatively high percentage of respondents felt who that the Ed.D program positively impacted the budget of the college/school of education over all of the years of operation.

Interesting, as the number of years the Ed.D program has been offered increases, so does the percentage of institutions that have had to make budget cuts.

Figure 28: Budget Analyzed by Years in Operation

		Years offered Ed.D program				
		Less than 5 years	5-10 years	11-20 years	21-30 years	over 31 years
Relationship between Ed.D and increased funding to whole institution	**very weak**	0%	22%	0%	27%	29%
	weak	40%	22%	17%	9%	24%
	moderate	50%	44%	83%	36%	30%
	strong	10%	11%	0%	18%	6%
	very strong	0%	0%	0%	9%	12%
Relationship between Ed.D and increased funding for COE/SOE	**very weak**	0%	10%	0%	9%	29%
	weak	33%	30%	17%	18%	12%
	moderate	44%	30%	83%	46%	29%
	strong	11%	20%	0%	0%	17%
	very strong	11%	10%	0%	27%	12%
Implementation of Ed.D lead to budget cuts	**No**	90%	80%	83%	70%	61%
	uncertain	10%	20%	16%	30%	39%

Student Enrollment and Performance

There are no discernable patterns when analyzing the data concerning student enrollment by years in operation.

Faculty Productivity

The Ed.D has a stronger impact on attracting better credentialed faculty in the college/school of education in its early years. These faculty may want an opportunity to build a new program or the need for stronger credentialed faculty may be more recognizable at the start of the program.

A similar impact is not seen to exist when explaining any relationship between the Ed.D and attracting better credentialed faculty to the institution as a whole. Because the Ed.D is usually housed only in the education department, the impact may be contained there.

The impact felt on faculty morale is not strong in the first 10 years. The faculty morale is impacted strongly only after 11 years of implementation of the Ed.D. One explanation of this impact on the faculty morale is that the faculty is not looking for better credentialed personnel after the early years, so the faculty in place has a chance to grow without feeling threatened by new (and possibly better) faculty.

Figure 29: Faculty Productivity Analyzed by Years in Operation

		Years offered Ed.D program				
		Less than 5 years	5-10 years	11-20 years	21-30 years	over 31 years
Implementation of Ed.D make COE/SOE more attractive to better credentialed faculty	**Yes**	90%	70%	67%	83%	56%
	No	10%	10%	17%	8%	28%
	Uncertain	0%	20%	17%	8%	17%
Implementation of Ed.D make institution more attractive to better credentialed faculty	**Yes**	50%	20%	67%	67%	22%
	No	10%	40%	17%	25%	56%
	uncertain	40%	40%	17%	8%	22%
Relationship with Ed.D and increase in faculty morale	**very weak**	22%	30%	0%	33%	18%
	weak	11%	40%	0%	0%	29%
	moderate	67%	30%	40%	22%	29%
	strong	0%	0%	60%	22%	18%
	very strong	0%	0%	0%	22%	6%

Faculty Teaching

For the first 10 years, the impact of the Ed.D on teaching loads does not have a discernable pattern. However, between 11 and 30 years of operating, there are no institutions that report an increase in faculty teaching loads. Interestingly, after 31 years of operation, 25% of institutions see an increase in teaching loads for faculty. However, looking overall, there does see to be stabilization to the changes in teaching loads which occurs after the program has been in operation after 10 years.

The response to changes in faculty lines and staff reallocation and hiring is never negative. Further, after the first 10 years, there is an increase in the percentage of institutions who feel very positive about the changes and reallocation and hiring. It may take several years to formalize the redesign in faculty lines.

Similarly, the impact of implementing the Ed.D on the teacher education mission is never negative.

Figure 30: Faculty Teaching Analyzed by Years in Operation

		Years offered Ed.D program				
		Less than 5 years	5-10 years	11-20 years	21-30 years	over 31 years
Impact of implementation of Ed.D on teaching loads	**increased loads for most faculty**	20%	11%	0%	0%	25%
	decreased loads for most faculty	30%	22%	17%	30%	19%
	increased for some/decreased for others	30%	44%	33%	30%	19%
	no change	20%	22%	50%	40%	38%
Response of faculty to teaching load adjustments	**very negative**	0%	0%	0%	0%	0%
	negative	17%	13%	0%	0%	22%
	moderate	50%	63%	20%	29%	33%
	positive	33%	13%	40%	57%	33%
	very positive	0%	13%	40%	14%	11%
Response of faculty to changes in faculty lines	**very negative**	0%	0%	0%	0%	0%
	negative	0%	0%	0%	0%	0%
	moderate	67%	75%	20%	56%	38%
	positive	33%	25%	40%	33%	50%
	very positive	0%	0%	40%	11%	13%
Response of faculty to support staff reallocation and hiring	**very negative**	0%	0%	0%	0%	0%
	negative	0%	0%	0%	0%	0%
	moderate	88%	62%	20%	43%	43%
	positive	13%	38%	60%	43%	43%
	very positive	0%	0%	20%	14%	14%
Impact of implementation of Ed.D on teacher preparation mission	**very negative**	0%	0%	0%	0%	0%
	negative	10%	0%	0%	10%	0%
	moderate	40%	22%	20%	40%	55%
	positive	40%	56%	40%	30%	18%
	very positive	10%	22%	40%	20%	27%

In summary, analysis of data by years of experience with the Ed.D shows that, at the start of their doctoral programs, the responding institutions indicated there were issues and problems that stemmed from implementing the Ed.D. However, over time they were able to work out these problems and to adopt solutions that worked for them. Furthermore, analysis indicates that these institutions had the best of times, so to speak, in the years from 11 to 20 and really hit their stride at 20 years. Additionally, during later years it was more difficult for administrators to isolate issues related specifically to the Ed.D program. Thus, if SCSU plans to implement the Ed.D it can expect to encounter difficulty during the early years. Resolving these issues depends heavily on the integrity of the program as it relates to the educational needs in the region where it is implemented, determination of faculty and administrators to make a first-rate program, and effective ongoing marketing and needs assessment.

3. Differences According To Typical Teaching Load

Over half of the responding institutions required faculty to teach 6 to 9 credits per semester (53%). The second most frequently required load was for faculty to teach 9 to 12 credits per semester (33%). Only 10% of the responding institutions required faculty to teach 15 to 18 credits per semester. Three percent (3%) had a typical teaching load of 12 credit hours per year, with 6 per semester or some variation of the 9 and 3 credit hour per semester setup.

The following section is a summary of the responses of institutions analyzed by the typical teaching load. Because of the small percentage of respondents stating they had a teaching load of 12 quarter hours, this group will not be included in the analysis.

Status of Ed.D

Of those institutions whose typical teaching load was 6 to 9 credits, the majority offered the Ed.D as the first doctoral program ever (62%). However, at 22% of the institutions with a 9 to 12 credit/semester teaching load and 33% of the institutions whose teaching load was 15 to 18 credits per year the Ed.D the first doctoral program to be offered.

It follows that 89% of the institutions with a teaching load of 9 to 12 credits per semester and only 61% of those with a teaching load of 6 to 9 credits per semester offer a Ph.D. Interestingly, only 50% of those institutions who required faculty to teach 15 to 18 credits per year offer a Ph.D.

Seventy-eight percent (78%) of the institutions who required a teaching load of 9 to 12 credits per semester felt their peers would perceive them as successful, but only 50% of those who had a teaching load of 15 to 18 credits per year felt the same.

Even though they felt their program was successful, as did their peers, institutions who require a teaching load of 9 to 12 credits per semester felt the least strongly about recommending implementation of an Ed.D program.

Figure 31: Status of Ed.D Analyzed by Teaching Load

		Typical teaching load		
		6-9 credits per semester	9-12 credits per semester	15-18 credits per year
Ed.D first doctoral program offered	Yes	62%	22%	33%
	No	38%	78%	67%
Offer the Ph.D in any field	Yes	61%	89%	50%
	No	39%	11%	50%
Ed.D successful doctoral program with institution	yes	97%	84%	100%
	uncertain	3%	16%	0%
Ed.D perceived to be successful by its peers	yes	67%	78%	50%
	no	0%	0%	0%
	uncertain	33%	22%	50%
Recommendation to another institution to implement	very weak	0%	0%	0%
	weak	3%	12%	0%
	moderate	33%	18%	50%
	strong	47%	41%	50%
	very strong	17%	29%	0%

Impact on Institution

At institutions with typical teaching loads of 6 to 9 credits per semester, the feeling was the strongest that the implementation of the Ed.D strengthened their academic reputation (74%), however they also felt the strongest that they had program areas which were negatively affected by this implementation (29%). At the same time, they also felt the strongest that this implementation made them more competitive for grants and contracts (43%).

Figure 32: Impact on the Institution Analyzed by Teaching Load

		Typical teaching load		
		6-9 credits per semester	9-12 credits per semester	15-18 credits per year
Implementation of Ed.D strengthened institution's academic reputation	yes	74%	65%	50%
	no	3%	24%	0%
	uncertain	23%	12%	50%
Any program areas negatively affected by implementation of Ed.D	yes	29%	6%	20%
	no	58%	82%	60%
	uncertain	13%	12%	20%
Implementation of Ed.D made institution more competitive with respect to increased opportunities for grants and contracts	yes	43%	39%	33%
	no	20%	39%	33%
	uncertain	37%	22%	33%

Budget

The message sent by those institutions that have a typical teaching load of 9 to 12 credits per semester is contradictory. This group has the largest percentage of respondents who state they feel there is a strong relationship between increased funding to the whole institution (23%) and the largest percentage who feel it is very weak or weak (50%). This group does feel, however, that the relationship between implementing the Ed.D and increased funding for the college/school of education is only moderate.

The remaining two groups feel there is a stronger relationship between implementing the Ed.D and increased funding for their college/school of education than to the institution as a whole.

Figure 33: Budget Analyzed by Teaching Load

		Typical teaching load		
		6-9 credits per semester	9-12 credits per semester	15-18 credits per year
Relationship between Ed.D and increased funding to whole institution	very weak	17%	28%	17%
	weak	27%	22%	17%
	moderate	43%	28%	50%
	strong	7%	17%	17%
	very strong	7%	6%	0%
Relationship between Ed.D and increased funding for COE/SOE	very weak	10%	28%	0%
	weak	23%	11%	20%
	moderate	36%	50%	40%
	strong	13%	0%	40%
	very strong	19%	11%	0%
Implementation of Ed.D lead to budget cuts	yes	0%	0%	0%
	no	77%	72%	83%
	uncertain	23%	28%	17%

Student Enrollment and Performance

Again, those institutions that require a teaching load of 9 to 12 credits per semester are the most negative toward the relationship between the Ed.D and an possible increase in quantity and quality of undergraduate students enrolled. As regards both of these relationships, those institutions whose faculty teach 6 to 9 credits per semester are the most positive.

Figure 34: Student Enrollment and Performance Analyzed by Teaching Load

		Typical teaching load		
		6-9 credits per semester	9-12 credits per semester	15-18 credits per year
Relationship between Ed.D and increase of undergraduate students enrolled	very weak	39%	56%	0%
	weak	15%	25%	80%
	moderate	31%	13%	20%
	strong	8%	6%	0%
	very strong	8%	0%	0%
Relationship between Ed.D and enrollment of undergraduate students with above average credentials	very weak	36%	63%	0%
	weak	24%	19%	75%
	moderate	32%	19%	25%
	strong	8%	0%	0%
Institution's undergraduates better prepared for job market and careers	yes	25%	14%	40%
	no	13%	43%	0%
	uncertain	63%	43%	60%

Faculty Productivity

Implementing the Ed.D makes colleges/schools of education more attractive to better credentialed faculty for institutions with each teaching load. Further, the relationship is less strong when attracting more credentialed faculty to the institution as a whole for these three institution types.

Institutions whose faculty teach 6 to 9 credits per semester feel the most strongly that implementing an Ed.D makes both their college/school of education more attractive to better credential faculty (81%) and also their institution is more attractive (55%). Again, those with a typical teaching load of 9 to 12 credits per semester are the most negative.

Figure 35: Faculty Productivity Analyzed by Teaching Load

		Typical teaching load		
		6-9 credits per semester	9-12 credits per semester	15-18 credits per year
Implementation of Ed.D make COE/SOE more attractive to better credentialed faculty	yes	81%	58%	83%
	no	10%	37%	0%
	uncertain	10%	5%	17%
Implementation of Ed.D make institution more attractive to better credentialed faculty	yes	55%	26%	17%
	no	26%	47%	33%
	uncertain	19%	26%	50%
Relationship with Ed.D and increase in faculty morale	very weak	17%	27%	20%
	weak	17%	27%	20%
	moderate	43%	27%	60%
	strong	17%	13%	0%
	very strong	7%	7%	0%

Faculty Teaching

The institutions whose teaching load is 15 to 18 credits per year are the most positive toward the adjustment in teaching loads (100%: positive), followed by those institutions with 6 to 9 credits per semester as a teaching load. Again, those institutions with a teaching load of 9 to 12 credits are the most negative. The same conclusions can be drawn when discussing institutions' faculty response to the reallocation of support staff and the hiring of additional support staff.

When looking at the response of faculty to changes in faculty lines, those institutions that require a teaching load of 6 to 9 credits are the most positive.

Figure 36: Faculty Teaching Analyzed by Teaching Load

		Typical teaching load		
		6-9 credits per semester	9-12 credits per semester	15-18 credits per year
Response of faculty to teaching load adjustments	very negative	0%	0%	0%
	negative	5%	10%	0%
	moderate	50%	50%	0%
	positive	32%	20%	100%
	very positive	14%	10%	0%
Response of faculty to changes in faculty lines	very negative	0%	0%	0%
	negative	0%	0%	0%
	moderate	48%	60%	100%
	positive	44%	30%	0%
	very positive	9%	10%	0%
Response of faculty to support staff reallocation and hiring	very negative	0%	0%	0%
	negative	0%	0%	0%
	moderate	61%	44%	67%
	positive	30%	44%	33%
	very positive	8%	11%	0%

In summary, the institutions whose typical faculty teaching load is 9 to 12 credits have the most negative views toward implementing an Ed.D program. Those institutions whose faculty teaching load was 9 to 12 credits had the highest percentage of respondents who felt negatively about the affect that implementing the Ed.D had on the institution's academic reputation and its competitiveness with respect to increased opportunities for grants and contracts. Additionally, they had the highest percentage of respondents who stated that there were programs adversely affected by the Ed.D. This group also felt the most strongly that there was not a relationship between the Ed.D and increased funding for the institution or for the college/school of education. Further, this group did not see a relationship between the Ed.D and an increase in the quality or quantity of undergraduate students. They were the least sure that the Ed.D attracted better credentialed faculty to their campuses and colleges/schools.

SUMMARY OF RESULTS

A summary of the survey findings is given below, organized under categories recommended by the university-level committee.

Ed.D Program Identification

According to the respondents to the survey, the institution must resolve through a needs assessment that there is a sufficiently large student population in the region that expresses an interest in pursuing the Ed.D on that campus. Then, once an institution decides to implement the Ed.D, its faculty and administration must establish the program's purpose and its philosophy within the scope of the university's overall mission and in reference to the leading ideas for establishing the doctorate in a professional school of education. In particular, the university must achieve some kind of balance in its curriculum and requirements for the doctoral degree in regard to competing ideas regarding doctoral study-namely, establishing a research-oriented or a practitioner-oriented doctorate. Additionally, respondents strongly advised "first-time" institutions to employ experienced consultants during the planning and implementation stages of the program's development.

Key Conditions For Implementing The Ed.D

Whether an institution chooses to establish a research- or practitioner-oriented Ed.D, in order to be recognized as successful in the field as well as by colleagues within the institution itself, the doctoral program must have the following strengths:

- Senior faculty in the college/school of education with extensive experience in teaching doctoral level courses, advising students for successful completion of their dissertations, and with sustained research and publication in their selected fields of study.
- Firm support and encouragement from within the college/school of education, the university administration, other units across campus, and the state legislature.
- Hiring and appointment criteria for faculty in the college/school of education that satisfy standards for teaching doctoral level courses and advising doctoral students for successful and timely production of high quality dissertations.
- A realistic plan for introducing new courses, evaluating the teaching of doctoral faculty in the college/school of education, providing ongoing professional development, and monitoring the quality of dissertation advising.
- A strategic plan for needs assessment and marketing.
- A mutually beneficial relationship between the university and its various constituents (e.g., local K-12 school districts, retired military personnel, and businesses) from which the doctoral program will draw students.

Funding

The provosts, deans of arts and sciences, deans of education, and the doctoral chairpersons who responded to the survey indicate that many institutions seriously underestimate the costs associated with implementing first-ever doctoral programs. While accrediting agencies in higher education provide budgeting/fiscal guidelines/regulations

that must be followed to ensure that implementing the Ed.D does not impact negatively on other programs across campus, institutions still tend to rely on unrealistic projections of the expected costs.

Main sources of funding for Ed.D programs were tuition from doctoral students and allocations from the state legislature.

First-time institutions may underestimate the costs of building a doctoral program unless attention is paid to the following areas:

- New doctoral programs require a significant increase in library resources, often beyond what was originally allocated at the time of starting up the program.
- Administratively, an effective doctoral program encompasses different kinds and a higher number of tasks beyond those associated with running a masters degree.
- Faculty committees will need to invest a tremendous amount of time establishing policies and procedures for the doctoral degree, which are surprisingly different from the masters level.

Long-Term Funding Concerns

The teacher/student ratio in doctoral courses is usually very low (for example, 1:6 or 1:10). Also, within 3 to 5 years, many doctoral faculty will have ten or more advisees who will need sustained guidance over a period of years with their dissertations. Faculty course load adjustments that are necessary in other areas in order to accommodate the doctoral program may create problems for department level budgets within the college of education.

Perhaps the most overlooked factor in instituting a new doctoral program is the relative expense and difficulty of attracting senior faculty to a new program. Indeed, according to vice-presidents, provosts, deans of arts and sciences, deans of education, and doctoral program directors, filling the teaching positions in the new doctoral program with qualified faculty in the college/school of education is an important and costly key to success. According to one dean of arts and sciences whose own unit implemented the Ph.D. as a follow-up to the Ed.D, "You do not automatically put your tenured faculty into these positions. You have to establish criteria for appointment to the doctoral program and then live by those standards. Also, as you get into the operations required for the doctoral degree, you want to develop a competitive program. To do that, you have to attract and keep top-notch people. That costs money."

Deans of education and doctoral program directors may have to negotiate with university administrators for wages and benefits above and beyond the ordinary levels in order to attract and to hold experienced professors. Some deans of education have overcome this problem by implementing creative degree programs (e.g., by collaborating with other institutions and sharing faculty appointments) and devising strategies for attracting more dollars to their unit (e.g., by offering flexible scheduling).

Conditions For Teaching And Learning

Whether the Ed.D inclines toward the research- or toward the practitioner-oriented doctorate, respondents indicated that faculty and students need resources beyond what is adequate for the masters program. Increasing the library holdings significantly has already been mentioned. However, other important areas of support include travel and incidental fees for faculty in the college/school of education to recruit students and to market the new program, fees for faculty to attend professional conferences, and financial support to hire adjunct professors to teach bachelors and masters level courses to cover course load adjustments for the doctoral faculty who need to be able to fulfill their function as dissertation advisors.

In order to operate a doctoral program for professional educators who work full time jobs in the K-12 schools, Ed.D programs must offer a flexible schedule of classes. The faculty in the college/school of education must be willing to work on days and during hours that are non-typical. The classes that doctoral students need for timely completion of their programs must be available during the evenings, on weekends, during holiday seasons and semester breaks, and during the summer. In some instances, the program itself must be made more accessible, for example, by offering courses off-campus in a more central location. Campus support services, such as registration, photos for student identification cards, and advising must also be available during non-typical times.

First-time institutions will need to provide a mentoring program for all faculty in the college/school of education, but especially for resident faculty who aspire to work in the doctoral program but who have devoted their careers thus far to teaching in bachelors and masters programs. Such faculty need help understanding that establishing a reputation for research and publication in a specific field requires considerable effort over a long period of time. Many successful tenured faculty in the college/school of education may not understand the regimen associated with the transition to a productive career in a doctoral degree granting institution.

The institution needs to adopt high standards for admission to the Ed.D program. Additionally, principles of adult learning are vital to a successful doctoral program, especially one that is focused on the practicing K-12 educator. Also, most respondents noted that their students watch the faculty closely and expect to see their professors practicing implementing these advanced theoretical models and instructional methods in their own classrooms.

The doctoral program must rely to some extent on other departments across campus for the elective classes that its students need to complete their degrees. Implementing the first-ever doctoral program sets up a special problem in this regard. The courses available across campus might not be designed for doctoral students, but for bachelors or masters students. Thus, the dean of education or program director will have to negotiate with other department chairpersons and administrators and help faculty in these departments upgrade their courses in order to accommodate the needs of their doctoral students.

In summary, to be successful, the new program needs strong, accomplished faculty who meet the following criteria:

- High standards for doctoral level teaching, research/scholarship, and publication
- Willingness and availability to help students complete high quality dissertations
- Strong commitment to developing the doctoral program collaboratively (with colleagues, administrators, and consultants), especially during the first 3 to 5 years.
- Willingness to do the "tough" work on campus with program/course/policy development
- Willingness to do the extra work off campus with teaching, recruiting students, and marketing the program
- Willingness to adapt to a non-standard schedule of classes.

Long-Term Implications For Revenue

Respondents advised first-time institutions to take full advantage of the program's first-time appropriation to set initial requests for a budget for the doctoral program at a sufficiently high level and then increase that budget by 30% to 50%. Additionally, the institution needs to have a realistic plan covering at least the next five years ahead that includes additional annual inflow of money to support the doctoral program during its early and least stable years. Indeed, an overriding concern of all participants in this study is over resources. Prior to implementing the first-ever doctoral program on campus, the institution needs to be certain it has adequate resources, financial, educational, and administrative.

Most institutions reported that student enrollment met their expectations (full cohorts) and they were turning away students who did not meet their entrance requirements. Most deans, including those in arts and sciences, acknowledged that doctoral programs are more costly than programs at the bachelors and masters levels. A minority of deans of education, however, also described the Ed.D as a "moneymaker" for the university. Typically, in these instances, the doctoral program had quickly established itself in the regional market (described as a niche) for career development of K-12 educators.

Additionally, these deans of education justified implementing the Ed.D program by calling attention to the emerging national demand for school administrators, schoolteachers and for the overall need for improving education. Most often their doctoral candidates are school administrators who are employed by local school districts and who plan to continue their careers in that same district.

Circumstances for Ed.D programs may be somewhat different at a Doctoral/Research I University where students come from a national pool and whose careers may be directed more towards higher education than towards K-12 school districts.

CONCLUSIONS

Respondents overwhelmingly feel that the Ed.D is a strong addition to their own institutions and others that have implemented it. A substantial majority feel that their Ed.D program is successful and that they would recommend to another institution to implement an Ed.D as their first-ever doctoral program. The Ed.D has given a boost to the academic reputations of these institutions and has improved the morale of faculty, especially in the college/school of education.

Few deans of education reported any negative effects on either programming or budgets. In fact, from their perspective there was at least a moderate boost to the university's budget. However, from the perspective of deans of school of education and university-wide administrators there was little evidence of an increased competitiveness with respect to grants and contacts both within the college/school of education and institution-wide as a result of implementing the Ed.D. Also, a minority of provosts and deans of arts and sciences see things differently. They reported that various units of the university may suffer a substantive decrease in funding over time (i.e., "lost opportunities") in order to accommodate the Ed.D program.

The key issues in implementing the first-ever doctoral program on a university campus concern the qualifications of faculty in the college/school of education and adequate funding. Analysis of data from surveys and interviews shows clearly that most Ed.D programs experienced "growing pains." Faculty in the university as a whole did not sufficiently appreciate the personal and professional challenges they would be facing when moving the university from the masters to the doctoral level of teaching, research, and service. Additionally, faculty committees and university administrators did not adequately assess beforehand the hidden costs associated with offering the doctoral program. Evidence indicates that doctoral programs are valued highly, but are much more expensive to operate than bachelors and masters programs.

Overall, there seems to be a positive impact on faculty in the college/school of education by implementing the Ed.D program. Included among the benefits are increased reputation, visibility in the community, and morale. Also, in the long run as a result of implementing the doctoral program, the college/school of education does become more attractive to better credentialed faculty and higher quality graduate students. In general, education faculty have adjusted well to the changes presented by implementing the Ed.D and have more opportunity to develop their professional credentials.

In terms of undergraduate education, the impact of a new Ed.D program-positive and negative-has not been significant. Analysis of data indicates that neither quality nor quantity of undergraduate students was increased.

RECOMMENDATIONS

Respondents to the survey and interviews provided the following recommendations for an institution considering implementing the Ed.D as the first-ever doctoral program. These recommendations reiterate what has been reported in regard to the pros and cons associated with implementing the Ed.D-and they bear repeating.

Faculty

Clearly, the most important set of recommendations concerned the faculty in the college/school of education. The institution needs to be sure to have qualified faculty available. Faculty need to believe in the program and to support it. Further, faculty need to become involved immediately in the various parts of the culture of doctoral education, particularly sustaining a research agenda for themselves as individual faculty members, advising doctoral students, and chairing dissertations.

Funding

A second recommendation was to be sure to have adequate start-up funding available and a solid, realistic long-term plan for developing and sustaining funding. Building a new Ed.D program requires long-term institutional support in the budget and adequate incidental resources, such as money for travel and recruiting. Also, the institution must be sure that there is a need for the program in the region and that the program will be able to attract enough capable students over time.

Design

Additionally, institutions should carefully plan the program's curriculum, areas of emphasis, and research components. Some respondents suggested integrating the idea of a research center into the Ed.D program design, further emphasizing the importance of faculty research in a doctoral level program.

The Ed.D program should be clearly distinguishable from a Ph.D program. The most common characteristic distinguishing the Ed.D from the Ph.D is a locally determined balance of theory and practice, which foregrounds the K-12 practitioner's education for effective educational leadership (The exception is institutions with the Doctoral/Research I University classification, where differences between the Ed.D and Ph.D may disappear.). Indeed, key university administrators advised SCSU to "cast the net widely-don't only think of capturing educators, but also people in the military, clergy, and business." From this perspective, implementing the Ed.D will be successful if it is a doctorate in leadership without rigid professional/disciplinary boundaries. The important question to ask prior to implementation is: What makes this program distinct from all others in the local/geographic area?

AUTHORS

Curriculum Research and Evaluation is a firm that is devoted to research and development of programs in the field of education. CRE's specialties are: (1) to provide services in order to evaluate the quality of education programs for private business and industrial companies, public and private funding agencies, and schools; and (2) to develop and guide the implementation of curriculum and instruction.

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APPENDIX

List of States Returning Surveys

Alabama
Arizona
California (3)
Florida (3)
Georgia (2)
Idaho
Illinois (2)
Indiana
Iowa
Kansas
Kentucky
Louisiana (2)
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi (2)
Missouri (3)
Nevada
New Jersey
New York (3)
North Carolina (4)
North Dakota
Ohio (3)
Oklahoma
Oregon
South Carolina
Tennessee (2)
Texas (4)
Washington
West Virginia
Wisconsin

List of States for Interviews

California
Idaho
Illinois
Iowa
Michigan
Missouri
Texas (2)
Wisconsin

SURVEY CONCERNING IMPLEMENTING THE Ed.D

Survey Concerning Implementing the Ed.D.

Instructions: Please provide as much detail as possible for the following questions. If you would prefer to answer these questions in a phone interview or by e-mail, please call CRE at 860-455-1229. We will be glad to accommodate. The names of respondents will be confidential and will not be shared with SCSU. Thank you in advance for your assistance with this important study.

Name of Institution: _____ Today's Date: _____

Name of Respondent: Position of Respondent:

Status of Ed.D.

When did the institution begin offering the Ed.D.? Year: _____

Was the Ed.D. the first doctoral program offered at the institution? ○Yes ○No

Does the institution also offer the Ph.D. in any field, including education? ○Yes ○No

Is the Ed.D. a successful doctoral program within the institution? ○Yes ○No ○Uncertain

On what basis do you make this assessment of the Ed.D.? _____

Is the institution's Ed.D. perceived to be successful by its peers elsewhere in the nation? ○Yes ○No ○Uncertain

How strong would be your recommendation to another institution to implement the Ed.D. as its first-ever doctoral degree?

Very Weak	Weak	Moderate	Strong	Very Strong
○	○	○	○	○

Rationale for Ed.D.

List three primary reasons or needs for implementing the Ed.D.

Upon reflection, have any of the main reasons proved false or weak? ○Yes ○No ○Uncertain

If yes, briefly explain why some reasons were later perceived to be false or weak.

Impact on the Institution

Has implementing the Ed.D. strengthened the institution's academic reputation? ○Yes ○No ○Uncertain

What area(s) of the institution benefitted most from implementing the Ed.D.?

Were any program areas negatively affected by implementing the Ed.D.? ○Yes ○No ○Uncertain

If yes, please identify which areas were affected negatively and briefly explain why.

Has implementing the Ed.D. made the institution more competitive with respect to increased opportunities for grants and contracts? ○Yes ○No ○Uncertain

What initial conditions or changes in the institution were necessary to establish the Ed.D. and to assure high levels of success?

Please continue to the next page.

Budget

How strong is the relationship between implementing the Ed.D. and the following:

	Very Weak	Weak	Moderate	Strong	Very Strong
increased funding for the institution as a whole?	O	O	O	O	O
increased funding for the college or school of education?	O	O	O	O	O

Did implementing the Ed.D. lead to budget cuts in any of the institution's program areas? OYes ONo OUncertain

If there have been budget shortfalls for the Ed.D., how were the shortfalls reconciled with institution's overall budget?

From what sources is the Ed.D. program funded?

Student Enrollment & Performance

How strong is the relationship between implementing the Ed.D. and the following:

	Very Weak	Weak	Moderate	Strong	Very Strong
overall increase of students enrolled in undergraduate school?	O	O	O	O	O
enrollment of new undergraduate students with above average credentials?	O	O	O	O	O

Are the institution's undergraduates better prepared for the job market and careers? OYes ONo OUncertain

What percentage of Ed.D. graduates gain employment as principals? _____%

What percentage of Ed.D. graduates gain employment as superintendents or assistant superintendents? _____%

Faculty Productivity

Has implementing the Ed.D. made the institution's education school/department more attractive to better credentialed faculty?
OYes ONo OUncertain

Has implementing the Ed.D. made the institution as a whole more attractive to better credentialed faculty?
OYes ONo OUncertain

How strong is the relationship between implementing the Ed.D. and improved faculty morale within the whole institution?

Very Weak	Weak	Moderate	Strong	Very Strong
O	O	O	O	O

How strong is the relationship between implementing the Ed.D. and opportunities for faculty in the institution as a whole to improve their credentials in the following areas:

publishing?

Very Weak	Weak	Moderate	Strong	Very Strong
O	O	O	O	O

grant writing?

Very Weak	Weak	Moderate	Strong	Very Strong
O	O	O	O	O

internal service?

Very Weak	Weak	Moderate	Strong	Very Strong
O	O	O	O	O

external service?

Very Weak	Weak	Moderate	Strong	Very Strong
O	O	O	O	O

teaching?

Very Weak	Weak	Moderate	Strong	Very Strong
O	O	O	O	O

professional development?

Very Weak	Weak	Moderate	Strong	Very Strong
O	O	O	O	O

Please continue to the next page.

Faculty Teaching

What kind of an impact has implementing the Ed.D. had on teaching loads?
- ○Increased Loads for Most Faculty
- ○Decreased Loads for Most Faculty
- ○Increased for Some/Decreased for Others
- ○No Change

What is the typical teaching load for faculty at your institution? _____

What has been the response of faculty of the whole institution to teaching load adjustments as a result of the Ed.D.?

Very Negative	Negative	Moderate	Positive	Very Positive
○	○	○	○	○

What has been the response of faculty of the whole institution to any changes in faculty lines as a result of the Ed.D.?

Very Negative	Negative	Moderate	Positive	Very Positive
○	○	○	○	○

What has been the response of faculty of the whole institution to support staff reallocation and hiring as a result of the Ed.D.?

Very Negative	Negative	Moderate	Positive	Very Positive
○	○	○	○	○

What kind of an impact has implementing the Ed.D. had on the teacher preparation mission of the institution?

Very Negative	Negative	Moderate	Positive	Very Positive
○	○	○	○	○

Briefly explain how implementing the Ed.D. program influenced teaching at the institution.

Recommendations

List three *recommendations* for an institution that is considering implementing the Ed.D. as the first-ever doctoral program.

Identify three *concerns* you have regarding an institution that is considering implementing the Ed.D. as the first-ever doctoral program.

What *resources* can you offer to an institution that is considering implementing the Ed.D. as the first-ever doctoral program?

Follow-up

Would you agree to participate in a 20 to 30 minute follow-up interview at your convenience, during which we examine in more detail the issue of starting an Ed.D. program as the first-ever doctoral program at a university? ○Yes ○No

If yes, please include your phone number and e-mail address.

If no, would you provide the name, phone number, and e-mail address of other personnel who may be willing to participate in this study?

Thank you and best wishes for a most productive year.

SCSU Study

National Survey of Issues & Problems from Implementing the Ed.D.

FOLLOW-UP INTERVIEW QUESTIONS

Date: _____

Name: _____ Position: _____

Institution: _____

Status of Ed.D.

1. Did your institution undergo any major changes to the Ed.D program since its implementation?

   ☐ Yes ☐ No

   If yes, please describe the changes.
2. Is the description in Peterson's Guide to Graduate Programs sufficient to explain your Ed.D program?

   ☐ Yes ☐ No

   If no, please explain now or send brochure.
3. Since implementing the Ed.D, have there been plans for additional doctoral programs?

   ☐ Yes ☐ No
4. Have other doctoral programs been added in areas other than education?

   ☐ Yes ☐ No
5. Please explain the reasons why your Ed.D program is perceived to be "successful" both within your institution and by your peers elsewhere in the nation.
6. What is your reasoning and conditions for recommending that another institution implement the Ed.D. at this time?
7. What is the current enrollment of the Ed.D program?
8. How has the enrollment changed over time?
9. How is the Ed.D program structured (e.g., cohort groups?)
10. What percentage of students are continuing students from your Education Leadership Department?

Rationale for Ed.D.

1. How did your institution determine the market need:
   among students?
   among future employers?
2. Did the anticipated market materialize? G Yes G No

Impact on the Institution

1. How was the program designed? By whom? What was the role of the various committees, administrators, and departments/schools? Also, does this interaction relate to the success or failure of the program? If so, how?

2. Do faculty from all areas of the campus support the Ed.D? If so, how did this support come about?

3. Has implementing the Ed.D affected library resources (books, journals) for disciplines OTHER than Education? If so, how and to what degree?

4. Have other programs of the institution benefited from implementing the Ed.D?

   ☐ Yes ☐ No

   How and why has each area benefited?

5. Have other programs of the institution been negatively affected by implementing the Ed.D?

   ☐ Yes ☐ No

   How and why has each been negatively affected?

Budget

1. Did implementing the Ed.D result in budget cuts for any of the institution's programs?

   ☐ Yes ☐ No

   Please explain which programs were affected and to what degree.

2. Did implementing the Ed.D result in any increases for any of the institution's programs?

   ☐ Yes ☐ No

   Please explain which areas were affected and to what degree.

3. Is the Ed.D program revenue positive? ☐ Yes ☐ No
   revenue negative? ☐ Yes ☐ No
   revenue neutral? ☐ Yes ☐ No

   Please explain any significant developments in revenue.

4. At the time of implementation of the Ed.D, was it expected to be:
   revenue positive? ☐ Yes ☐ No
   revenue negative? ☐ Yes ☐ No
   revenue neutral? ☐ Yes ☐ No

5. If the Ed.D program has been revenue negative, how much of the budget shortfalls came from an increase in the previously existing budget of the ENTIRE institution?

6. Regardless of the sources of funding for the Ed.D program, what sorts of

commitments to funding the program did those sources make BEFORE the program was implemented?

Student Enrollment and Performance

1. Has enrollment:
   Met expectations for the Ed.D program? ☐ Yes ☐ No
   Exceeded expectations for the program? ☐ Yes ☐ No
   Fallen short of expectations? ☐ Yes ☐ No
2. Is there a relationship between:
   Undergraduate student enrollment and the Ed.D program? ☐ Yes ☐ No
   Explain yes:
   Changes in qualifications of entering undergraduate students? ☐ Yes ☐ No
   Explain yes:
   Preparation level of undergraduate students for the job market? ☐ Yes ☐ No
   Explain yes:
   If there is no relationship between the Ed.D program and the undergraduate program, does this reflect badly on the Ed.D program? ☐ Yes ☐ No
3. How does the institution interpret % of graduates employed as principals, superintendent, and so forth? In other words, does interpretation depend on nature of the program and the job market situation?

Faculty Productivity

1. Describe the reaction of the institution's faculty to the implementation of the Ed.D.
2. (See Institution's Survey) Please explain any "weak" or "very weak" marks
3. Were any of the 6 areas negatively impacted by implementing the Ed.D? ☐ Yes ☐ No
   Please explain yes.

Faculty Teaching

1. How are credits assigned for dissertation advising?
2. Does the institution compensate faculty for overloads? ☐ Yes ☐ No
   Please explain how and to what extent compensation occurs.
3. In which department and school does the Ed.D reside?
4. What impact has implementing the Ed.D had on teaching loads:
   In the department?
   In the school?
   In the institution as a whole?
5. What are the teaching load adjustments in each of these areas:
   In the department?
   In the school?
   In the institution as a whole?
6. As a result of implementing the Ed.D, did any programs have re-allocations or

changes in faculty lines? ☐ Yes ☐ No
How extensive were the re-allocations or changes?

7. As a result of implementing the Ed.D, were there any re-allocations or changes necessary in support staff? ☐ Yes ☐ No
   How extensive were the re-allocations or changes?

Impact on the Wider Educational Community (city, state, region)

1. In the wider educational community, what has been the Ed.D's impact on:
   Administration of education?
   Teaching mission?
   Status and morale of teachers?

General

1. How would you describe your institution's Ed.D program in reference to the contrasting images of doctoral programs currently operating in the U.S.?
   Research-oriented doctorate?
   Practitioner-oriented doctorate?

2. What recommendations can you offer to another institution for addressing the contrasting images of doctoral programs?

3. If you had to do it all over again, would you implement the Ed.D program?
   Why or why not?

QUESTIONS FOR ACROSS CAMPUS INTERVIEWS

1. Has implementing the Ed.D. *increased or decreased* resources (financial or other resources) of any program at your institution? Please explain which programs and how significant. Specifically, what impact did the new Ed.D have on departments and programs outside the school that offers the Ed.D?

2. What recommendations can you offer for assuring adequate resources to implement the first-ever doctoral program-and get the job done well?

3. Has the Ed.D. affected undergraduate education at your institution? If yes, please explain.

4. Should current staff who have been working with the masters program be automatically qualified to work with the Ed.D. program? What strategies and qualifications should an institution employ to meet staffing needs for the first-ever doctoral program?

5. How does one attain or maintain doctoral quality with a program that is typically viewed as a practitioner's program?

6. Do you see the Ed.D. program as being successful for your institution and for the surrounding community? Please elaborate.